



SELF-GUIDED ADVANCED STUDIES IN PROCESSWORK

HANDBOOK

pwi@processwork.org · www.processwork.edu

Effective 1 February, 2018

Self-Guided Advanced Studies Program Handbook

Introduction

The Self-Guided Advanced Studies Program is intended for people with significant experience in Process Work who feel it is their path to study for recognition as an International Association of Process Oriented Psychology (IAPOP) diplomate, in a completely self-guided and independent way. The Self-Guided Advanced Studies Program is a non-local program of study. Students are responsible for creating their own curriculum of study by attending seminars, courses, and putting together a study committee to guide, support and evaluate their learning. Students may study anywhere in the world. However, final exams will take place in Portland at PWI.

The requirements for this program include: creating and using a study committee to guide, support and evaluate your learning; completing a final project, a unique contribution to process work theory and practice; and successfully passing exams in eight topic areas. Together with his or her study committee, the student designs a Learning Agreement tailored to individual needs and interests.

Disclaimer

This training program is recognized by the International Association of Process-oriented Psychology (IAPOP) as the basis for recognition as a Processwork Diplomate. The Self-Guided Advanced Studies Program does not confer any academic degree, nor can it be used as the basis for licensure, admittance into an academic program, or membership in any other professional association besides IAPOP.

Admissions

As this type of program requires a great degree of self-reliance and initiative, careful consideration is given to the admissions process.

The applicant must first sit for a pre-application interview during which time the nature, conditions and requirements of the program are explained. Together the applicant and interviewer decide whether this program is the right fit for the applicant. If the interviewer and applicant decide the program is right for the applicant, the applicant submits an essay and application form with references. The applicant will be required to sit for a second interview with the PWI Admissions Committee following the submission of her or his application form.

The admissions process is designed to ascertain whether applicants meet the following criteria:

- Self-resourced; able to put together the program they want, and take responsibility for designing their learning experiences
- Excited by rigorous independent learning and personal development
- Able to plan and implement their plan for their development and learning
- Capable of finding mentors and training within the international and Portland Process Work communities.

Once accepted into the program, the student signs the enrollment agreement, pays the first year's annual tuition, and her or his studies begin. Tuition includes two study committee meetings each year, however all other training and therapy costs are additional and the responsibility of the student.

Admissions for self-guided programs are accepted throughout the year, but for the most timely response, prospective students are advised to apply during the following times, when PWI prioritizes self-guided program admissions:

Priority Admissions Period for Self-Guided Programs

February 1 – March 31 and October 15 – November 30

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Program Structure and Requirements

Enrollment agreement

Upon admission to the program, the student signs an enrollment agreement which includes the following conditions and declarations:

- Admission to the program after being accepted at interview is contingent upon finding three study committee members within 6 weeks of the acceptance letter.
- Students should obtain signed agreements from each Study Committee member and submit these to the PWI office within six weeks of the acceptance letter, in order to enroll.

I understand the rigorous nature of the program, and I agree to the following:

- I understand that this is an independent study program, and that I am solely responsible for finding the training needed to complete the program.
- I am responsible for the annual tuition, the final exam fee and all other costs associated with my training.
- I understand that the study committee is the main evaluative body, and that they have the right to withdraw me from the program should they find that I am not complying with the standards or conditions of the program or my Learning Agreement.
- I understand that I am responsible for finding and if necessary creating the curriculum for my studies. In the event that the courses or classes that I seek are not offered in my area, or at PWI, or in any process work community or program, it is my responsibility to find tutors and instructors to provide me with the learning that I need.
- I understand that I am solely responsible for finding and engaging study committee members, mentors, supervisors, therapists, and helpers to assist me with my studies.
- I understand that I must assemble my committee within six weeks of the first tuition payment. Should I fail to assemble my committee within that time frame, I understand that PWI has the right to withdraw me from the program.
- I understand that my gaining recognition as a Processwork Diplomate depends on my Study Committee's recommendation, and includes successfully passing the final exams and completion of a final project which makes an original contribution to the knowledge base.
- I agree to adhere to the following requirements: organizing a minimum of two study committee meetings per year and creating a Learning Agreement with my study committee members. I understand that non-fulfillment of these requirements can lead to my being withdrawn from the program
- I understand that this is a non-academic, non-degree program. I understand that the Self-Guided Advanced Studies program is not a recognized academic degree, and does not earn the student any academic credit, and is not recognized as the basis for professional licensure in Oregon.

Study Committee

The central pillar of the program is the student's relationship with the study committee. The committee is of utmost importance in this program. It supports, guides, and evaluates students' progress. It assists them in designing a Learning Agreement, which is the individualized program of study created by the student. The committee forms a long-term relationship with the student, in a sense, modeling and providing an experience of a mentoring relationship, an intimate and growth-oriented relationship within the parameters of professional rank and levels of experience.

Students have six weeks from the date of admissions to find three study committee members. It is expected that a student ready for this self-directed program will have already considered their choice of study committee members prior to applying for the program. The student and committee determine the dates of the two required meetings per year.

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Effective February 1, 2018

Study Committee Guidelines

1. The student must select and assemble their committee (agreements by committee members sent to PWI) within six weeks of the first tuition payment. Thus, it is of utmost important that students, before admittance, have access to, and knowledge of faculty, and in some cases, have obtained agreement prior to admittance.
2. Students can change one member of their committee once, with permission of the committee
3. One of the committee's chief tasks is to ensure that the student is progressing in the program, following the design of their program, as they set out in the Learning Agreement.
4. The committee provides approval for the student to take final exams when satisfied they are ready to meet the final exam standards.
5. The committee is made of three faculty members: two faculty members must be on the PWI faculty and the third can be any Processwork Diplomate in the world
6. A minimum of two study committee meetings per year are required, and they are included in the student's annual tuition.
7. If a student wishes to have additional study committee meetings within the year, then this is arranged and paid for directly with the study committee members.
8. At the first committee meeting, the student and committee members should specify the availability of study committee members to the student, scheduling needs, and how and when they will be used in addition to the two meetings per year.
9. The first task of the student and committee is to write up a Learning Agreement. A Learning Agreement template is provided in the acceptance packet.
10. The study committee is responsible for assessing and reviewing the student's progress, development, readiness for exams, acceptance of final projects, and reviewing progress in relationship to the original LA.
11. If the committee decides that the student is not fulfilling the expectations as set out in the original Learning Agreement, or that the student is not adhering to the program standards, requirements or spirit of the Advanced Studies program, the committee can withdraw its support, and the student is withdrawn from the program.

Learning Agreement

A template for the Learning Agreement is provided in the acceptance packet. The Learning Agreement must include the following sections:

1. Introduction and goals including:
 - Short essay why student chooses this program vs. other options
 - What dreaming process leads you to this program?
 - Prior learning/events that apply to the program
2. Plan for further learning, including classes, supervision, therapy, home study, independent study and concrete goals and objectives for learning. Also, including:
 - Time line for the completion of the program, at least an intention
 - Proposed Final Project
3. Schedule
 - Targets and completion for sections of the LA
 - Study committee meetings and review of the LA
 - Timeline and methods of ongoing evaluation

4. Budget which includes
 - Classes
 - Supervision and faculty contact hours
 - Study committee meetings in addition to the two per year included in annual tuition
 - Therapy, if needed
 - Exams
5. An agreement, spelling out:
 - The student's responsibilities
 - The committee's responsibilities

The Learning Agreement needs to be approved by all three study committee members. Any changes to the agreement need to be in writing and agreed to by all three study committee members. Each study committee member and the PWI Registrar need a copy of the agreement. Additions or changes need to be added and sent out again to all three members as well as to the PWI Registrar.

Exam Process

The study committee gives the student approval to take exams when they judge that the student is ready to meet the standards. The exam standards are listed in this handbook. All exams are pass/fail. Exams are 45 minutes, including approximately 25 minutes of client work and 20 minutes of debrief with examiners. Students are responsible for finding their own clients for these exams.

Exam topics:

- Dream Work
- Body Work/Symptom
- Relationship
- Group
- Working on own conflict
- Inner work
- Long-term client: written case study with video analysis
- Extreme States video presentation

Pass/Fail Exams

Examiners do not give results to the student at the end of exam but wait for the **exam meeting** among all examiners. The examining team provides an integrated assessment of the student's skills, thus the strength of other exams may be judged as compensation for an exam in which they underperformed. If the student's performance fails to meet the standards, the examinee receives specific feedback on the areas or skills they need to develop in order to meet the standard and any further requirements. The Study Committee and student work together to address the exam feedback and create a learning plan for reaching mastery standard.

Examiners and Exam Structure

The final exams are held in Portland, usually over 3 days, with the exam meeting held on completion of the exams. The student is examined by a team of at least three examiners from the PWI faculty, with one examiner per exam. Students are responsible for finding their own clients for the exams; one client can appear in no more than two different exams, to ensure that the student demonstrates skills with a variety of different clients. Each exam has a *beisitzer*, or neutral witness who supports the exam process. It is the student's responsibility to find a *beisitzer*, which can be any Phase II student or a recent Diplomate.

The final exam fee is \$1,995 and payment is due when the student registers with the office after receiving permission from her or his study committee. Once study committee permission is received by PWI, the exam schedule will be prepared and examiners allocated for each exam. Students receive the exam schedule at least 1 month in advance of the exam process.

Exam scheduling is at PWI's discretion and requires a minimum notice of 3 months.

Program Costs (Fees effective February 1, 2018)

The annual fee for enrollment in the program is \$1,200 which includes two study committee meetings per year. There is an additional final exam fee of \$1,995. The exam fee is due when the student registers for the exam process with PWI, after receiving permission from her or his study committee.

All other training expenses, including courses, seminars, supervision, and therapy are paid for directly by the student.

Self-Guided Advanced Studies Tuition and Fees	
Application Fee	\$100
Enrollment Tuition	\$1,200 per annum Includes two study committee meetings per year with three study committee members (minimum requirement)
Final Exam Fees	\$1,995 due when registering for exams
All other training costs	At the student's discretion

Final Exam Evaluation Criteria by Exam Topic

1. Working with an Individual on a Dream

Overview

There are a great variety of approaches you can take to dreamwork. Examiners will be interested in seeing that you can work specifically and directly with a dream and the dreaming process related to the dream as it manifests in the work.

Students will be assessed on their ability to:

- Use interventions that are suggested by how the person tells the dream.
- Apply symbolic thinking in unfolding and working with the elements of the dream.
- Explore unknown elements in the dream, using a range of methods, i.e., working with associations, story-telling, role-play, movement work, sentient work, etc.
- Find the dreaming process in the momentary signals.
- Recognize and process edges as they appear.
- Connect the dreaming experiences to the dream and the person's everyday life.

2. Working with an Individual on a Body Symptom

Overview

This exam is meant in part to see how you work with sensory-grounded information as it presents itself in a body symptom, and how well you are able to follow it in the channel in which it is presented.

Students will be assessed on their ability to:

- Check on the client's system of care, including medical care and contact with other providers.
- Demonstrate awareness of contact issues, ethical practice in working with physical experiences and ethical issues underlying touch.
- Gather sensory-grounded information until the subjective experience of the symptom becomes clear.
- Demonstrate comfort and fluidity with their own movement and body experience as they accompany the client.
- Unfold sensory-grounded information in the channel in which the symptom presents itself.
- Use of non-verbal and/or hands-on skills with body experience.
- Use a variety of channels to unfold the symptom.
- Process edges as they come up.
- Connect the unfolded symptom experience to the client's everyday life.

3. Working with a Couple on Their Relationship

Overview

This exam is to be conducted with a couple and both parties must be present. The couple can be friends, business partners or colleagues, romantic partners, married couple, etc. They do not need to have an overt conflict, but you will be expected to help them with the issues they present.

Students will be assessed on their ability to:

Embrace the culture of the relationship and know how and when to interrupt it.

- Approach the relationship as a system or field, including its relationship to the world and the social context.
- Recognize the levels of the relationship process and be able to make interventions appropriate to those levels.
- Work with the couple in a variety of channels.
- Be able to process edges on both sides of the relationship.
- Be aware of their own experience, including possible dreamed up reactions, biases, and side taking.

4. Working with a Group

Overview

In this exam, the examinee will facilitate a group process. The examinees are responsible for inviting a group of at least six people to be participants in the group process. It is recommended that the examinee decides on the topic to be facilitated, and invites outside participants to the exam. Pre-deciding the topic still gives the examinee ample opportunity to sort for issues within that topic area.

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Effective February 1, 2018

Students will be assessed on their ability to:

- Use group process skills including: sorting, consensus gaining, holding down hot spots, noticing and working at edges, noticing and holding down a temporary resolution, identifying roles and ghost roles.
- Deepen interactions through various methods, such as amplification, personal sharing, sentient work, etc.
- Unfold roles including: reaching into the sentient experience behind the role, noticing edges in roles, noticing when roles become personal, double signals in roles, edges in roles.
- Be aware of their rank in their role as facilitator.
- Notice and follow the group's feedback.
- Handle criticism and attack.

5. Working on Your own Relationship Conflict

Overview

Please bring a person with whom you have a conflict and work with them on the conflict in front of your examiner. While you need not necessarily resolve the conflict, you are responsible for creating a learning situation for you and your partner.

Students will be assessed on their ability to:

- Bring forth a conflict or issue, and invite the other to work on it.
- Facilitate the conflict from within the conflict, without becoming a therapist to their partner
- Take responsibility for the outcome of the relationship.
- Track and unfold their own signals.
- Track their partner's signals and support him or her to unfold them.
- See their opponent as an aspect of themselves.
- Demonstrate awareness of various levels of relationship and levels of experience,
- Drop out of the consensus reality level, pick up unusual experiences or signals and use them to deepen the experience.
- Be aware of rank dynamics in the relationship.
- Show curiosity about their opponent's process in the midst of conflict.
- Help in negotiating both own and other's edges.

6. Inner work

Overview

In this exam, you will work on yourself in front of your examiners using Process Work innerwork techniques. After that time you will be asked about the structure and dynamics of your experience. You will be given a chance to focus on any unfinished aspects of the innerwork. Together with the examiners, you will discuss your experience and your abilities.

Students will be assessed on their ability to:

- Sort experiences into those that are closer to and further from their identity
- Focus on more secondary material.
- Find a significant edge and explore it.

- Follow experiences in the channels in which they present themselves.
- Discuss their process with examiners.

7. Long Term Case Study

Overview

This exam is to demonstrate your work with a long-term client's process. For the purpose of this exam we consider "long term" as eight or more sessions with a current client, or a past client with whom you have worked over a period of at least nine months. Please find a client who is not a fellow student. Make sure your client agrees to being videotaped. Obtain and bring to the exam written permission to show the tape.

For this exam you will need to prepare a written case study of the long term process of your client, including a video tape excerpt from a piece of work that you did with your client. The paper should be 2500-5000 words. The case study should address the following questions:

- What is the client's process over time, as seen in the childhood dream, chronic symptoms, relationship issues, world issues, current dreams, body and movement experiences, personal history and family of origin?
- How does the therapeutic relationship relate to, or reflect the client's long-term process?
- Describe some of the interventions and methods you used for working with both short term, and also the client's long term, chronic edges.
- Give an example of a momentary dynamic that reflects your client's long-term process.

The paper has to be submitted at least one week before the exam sessions. Please come to the exam prepared to discuss the paper, and with a video excerpt that shows some of the dynamics described in the essay.

Students will be assessed on their ability to:

- Identify and work with patterns over time, i.e., to see the same processes occur in different channels (relationship, symptoms, dreams, etc.).
- Understand a long-term therapeutic relationship and its connection to client's long-term process.
- Discuss the client's process, and self-reflect on their own role in the client's process, and their therapeutic work.
- Address comprehensively the questions in the essay.
- Prepare a video excerpt that accurately relates to the issues outlined in the paper.

8. Extreme and Altered States

Overview

The Extreme States exam focuses on your work with people who have a long term process with states that have disturbed them and/or the people around them, and who are traditionally treated by a mental health professional, psychiatrist or medical professional. The extreme state may be due to a medical condition, severe addiction, trauma and abuse, or unknown factors, but have in common one or more of the following features:

- a tendency to go into persistently altered or unusual states of consciousness around edges.
- difficulty reconciling or relating to an internal polarity, for instance, alternating rapidly or without relationship from one state to another.
- lack of interest in other states while in any particular state.
- behavioral patterns that seriously disturb the person's functioning in relationships and in the world, particularly those about which the person does not acknowledge feedback.

Since these kinds of states are affected easily by the environment and additional people in the room, you are requested to present this exam based on a video recording. Please bring an unedited but transcribed video recording of a session with your client, making sure that both you and your client are visible to the viewer. This exam is meant as the culmination of a long term study of a client or clients with extreme states. You should have been working on, studying, and supervising your work with extreme states prior to presenting this case.

Students will be assessed on their ability to:

- Demonstrate an understanding of the continuum of states of consciousness, ranging from consensus reality to extreme state.
- Demonstrate comfort with a variety of states of consciousness in yourself and others, by being able to relate to, befriend, enter into, join with the person in a variety of states of consciousness.
- Demonstrate various methods for attempting to unfold an extreme state, or a vestige of an earlier extreme state.
- Think symbolically about and discuss how the person's extreme state fits into his or her life situation and life myth.
- Work on the edge to the extreme state.
- Make the extreme state meaningful to the client.

Enrolling in Other Process Work Programs

Some students will want to extend their learning by enrolling in other Process Work programs. Each program has slightly different requirements for admission. If applying into another program is the student's goal, students are encouraged to build this into their Learning Agreement, so that their learning process prepares them to meet the requirements needed in other programs. Please contact the Outreach & Admissions Coordinator or visit www.processwork.edu to learn more about programs of study at PWI.

Student Services

▪ Library and Media Resources

PWI offers faculty and students an on-site library, on-site bookstore, books, journals and manuscripts through PWI's publishing company the Lao Tse Press, as well as access to other university libraries. PWI's library contains over 1200 volumes of process-oriented foundational books, journal articles and research as well as books in related fields. This includes over 250 theses and manuscripts on Process Work specializations and applications written by our graduates and over 60 video and audio tapes. Printed materials can be checked out of the library while on campus. Other learning resources such as audiotapes, videos and video equipment are also available.

- **Individual Therapy**

Students are provided with a list of process work therapists who are available if needed. Students may make contact directly and can also ask their study committee for assistance in choosing a therapist from among the faculty.

- **Job Counseling and Placement**

The study committee is available to help the student develop long term goals and plans for a professional career using her or his training in Process Work. PWI, however, does not help place students in positions nor does it guarantee job placement after the completion of the studies.

- **Housing and Medical Services**

The Process Work Institute does not provide housing or medical insurance services for students. Information on where to receive service in these areas can be obtained through the PWI website or from the office during regular office hours.

- **Community Government**

The Process Work Institute holds open community meetings three times a year, to discuss issues related to learning, teaching and community life. They are open to students, faculty and friends of Process Work. These meetings serve to deepen community, work on relationship issues, address student-faculty issues, and discover trends, directions and dreams within the community.

Process Work Institute Office Hours

The Process Work Institute is open Monday through Friday, 10.00am - 5.00pm. It observes the following holidays:

- July 4th (Friday of)
- Labor Day (Monday of)
- Memorial Day (Monday of)
- Thanksgiving (Thursday and Friday)
- Christmas Day
- New Year's Day

Administrative Policies

Interim Policy

Students may apply for an interim, a temporary absence from the program. A total of 12 months of interim can be taken without having to re-enroll. In case of medical reasons and other extenuating circumstances, these will be handled on a case-by-case basis. During an interim period, the student remains in the program, and an administrative fee of \$100 is required. If a student has paid tuition in advance for the year during which he or she is on interim, these fees may be applied to the tuition due once they re-enroll. All student fees must be up to date prior to the interim being approved. If the student takes longer than 12 months off from the program of study, he or she must re-apply to the program.

Grievances and Appeals

Disagreements, conflicts or complaints by a student can be brought to her or his study committee who can help the student settle the complaint, mediate the conflict, or give her or him advice on how to settle the complaint. When the complaint cannot be brought to the study committee, for instance, the student has a complaint against her or his study committee, or, the student has a complaint against a faculty member that he or she does not want to arbitrate, this is brought to the Dean. If the Dean feels this is a

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Effective February 1, 2018

complaint of an ethical nature, she or he will recommend that the student file an ethics complaint with the Ethics Committee. If it is a matter of disagreement between the student and the teacher, the Dean or an Ombudsperson in the Dean's office will offer to facilitate or arbitrate the disagreement. If the student disagrees with the results of the arbitration procedure, the student may enter a dissenting statement into the record, which shall remain part of the student's confidential record. If the Dean feels the complaint reflects poor professional behavior on the part of the teacher, the Dean will investigate the matter.

The complaint and the results of the complaint are kept on record a locked filing cabinet in the administration office. Complaints filed by the student are accessible to the student, upon request. The student's study committee members, the President, and the Dean and office staff have access to the files. No records are released to other individuals without the student's written permission.

Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 775 Court St NE, Salem, Oregon 97301.

Ethics Committee

The Ethics Committee is responsible for facilitating discussion around ethics and for dealing with ethical complaints from the student body and faculty. The Process Work Institute has a continuing responsibility and desire to foster a context and atmosphere that supports the well-being of all its members and of the group as a whole. The committee has the following main tasks:

1. To initiate community-wide discussions on ethical issues.
2. To develop and supervise courses on ethics.
3. To receive and process specific complaints about faculty or students' behavior.
4. To initiate further training and supervision requirements in situations where ethical standards have been violated.
5. To offer counsel on ethical matters for those faced with difficult decisions.
6. To recommend either expulsion from the program or the revocation of a previously granted diploma where a member has severely violated the ethical standards of the Process Work community.

The Ethics Committee is a rotating body of faculty members who strive to broadly represent the community's perspectives. The work of the committee is open to community review. Confidentiality is granted to the individual whose rights have been violated as well as to the person who violated the ethical standards unless confidentiality would create further harm. The Ethics Policy is available on the PWI website at <http://www.processwork.edu/about/ethics>.

Transcripts and Records

The Registrar maintains a file for each student, including the application, Learning Agreement and Study Committee reports. Students may see their records at any time by application to the Registrar. Students must authorize any person or party requesting to see their record. Upon the student's written request, copies of academic records and transcript summaries will be forwarded to a third party for a fee.

Conduct Policy

Matriculation into the Self-Guided Advanced Studies in Process Work program automatically binds the student to follow the policies for conduct at the Process Work Institute. Infringement of school policies will lead to a charge which will be brought before the Ethics Committee. The Ethics Committee has the authority to make disciplinary recommendations to the student and his or her study committee, and/or to remove the student from the school for the following behaviors.

Abuse and Endangerment

- Verbal or physical abuse against another student or faculty member

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Effective February 1, 2018

- Careless endangerment of another person
- Possession of weapons
- Use or sale of illegal drugs
- Property damage and/or theft
- Obstructive or disruptive behavior
- Insubordination or direct incitement to serious misconduct
- Diminishing the reputation of the college community
- Willful failure to comply with the authorized directions of any college official, staff member or teacher acting in the performance of their duties

Harassment and Discrimination

- Harassment or discrimination based on race, religion, gender, sexual orientation, age or physical ability

Falsification of Information

- Plagiarism
- Falsification of requirements and records

All charges that lead to any recommendation by the Ethics Committee will become part of the student's official transcript.

We recognize that some so-called antisocial or deviant behaviors may be potential instruments of social change. We place high expectations on the offender's ability to transform his or her disturbance into useful and consensually accepted social change. All review procedures, therefore, acknowledge this principle and make use of community process and mediation between parties.

Extreme and repeated violation, however, will be dealt with by expulsion of the offending student/students, subject to the rules of due process in discipline as outlined below.

Confidentiality

Notes taken during class, as well as handouts and course materials, are for personal use and can be distributed to fellow participants but may not be distributed to non-participants unless the instructor gives explicit permission. Audio and video taping is allowed only with permission from the instructor and class/group participants. Audio and video tapes cannot be distributed to non-class participants without the permission of the teacher. No audio or video taping of an individual's personal work is allowed; this includes work of either a personal or professional nature, i.e., case supervision, unless the person who is working explicitly requests that his or her work be taped for his or her personal use. No names or personal details of participant's experiences working in dyads or in the large group shall be shared with people outside the class. In case consultation classes, participants will take measures to ensure the confidentiality of their clients; no names or identifying descriptions can be used and, in all cases, the client, individual or group must remain anonymous. Participants are asked not to share the case details with participants outside the class.

Disciplinary Procedure and Appeals

Any student who has, because of a violation of the published conduct policy, become liable for expulsion or suspension is to be formally notified of this possibility and of a hearing at which the disciplinary procedure will be discussed. His or her rights include the following

- Advance written notice of the hearing

- Opportunity to inspect relevant documents
- Right to bring advisory council
- Right to represent his or her own position
- Right to question accusers, unless the accuser feels that the accused poses a threat to his or her personal safety
- Determination based solely on information disclosed in or before the hearing;
- Right to appeal on specific grounds.

Statement of Policy Regarding Intellectual Property

Section I – Goals

The Process Work Institute (“PWI”) encourages innovation by PWI's faculty, students, and staff and by PWI itself. The purpose of this intellectual property policy is to provide a clear statement of what ownership rights PWI and PWI's faculty and students have regarding creative and inventive works covered by intellectual property laws.

Section II – Copyright

- **General Statement.** Copyright is the ownership and control of the intellectual property in original works of authorship subject to copyright law (“Works”).
- **Faculty Rights.** PWI is committed to the free and open exchange of ideas among its faculty and recognizes that, except in the circumstances specifically provided in Section II (5), below, members of the faculty are entitled to ownership of Works developed in the course of their regular faculty duties. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.
- **Student Rights.** PWI is devoted to the growth and development of its students and recognizes that, except in the circumstances specifically provided in Section II (5), below, students are entitled to ownership of Works developed in the course of their regular student work. Such Works include, but are not limited to, the original expression of ideas and concepts fixed in a tangible medium and includes works of authorship such as books, curriculum materials, video and audio recordings, photographs, graphics, software, works of art, and other materials. Works are not dependent on the medium of distribution or dissemination of the intellectual property.
- **Staff Rights.** Works resulting from the regular work of those employed as staff by PWI shall be deemed “work-made-for hire,” and ownership in the Works will reside with PWI. This provision includes the work of individuals who are faculty when Works result from regular work performed in their capacity as administrators of PWI. This provision includes the work of individuals who are students when the copyright results from regular work performed in their capacity as staff members of PWI.
- **Rights of PWI.** PWI asserts ownership of and rights to Works, including Works created by faculty and students, under the following conditions:
 - When the Works are created with substantial use of PWI resources or personnel. For the purposes of this section, “substantial use” means the use or commitment of PWI resources of a nature or beyond the level of resources ordinarily provided to faculty and students. Sabbatical leaves do

not constitute substantial use of PWI resources.

- When the Works are commissioned by PWI.
- When the Works are created under the terms of a sponsored project where the terms of the sponsored project require that ownership be in the name of PWI.
- When the Works are works-made-for hire that are not covered in Section II (2), (3), or (4).
- Written Communication. Whenever PWI asserts rights pursuant to the provisions of Section II (5), above, the affected faculty, students, and/or staff will be informed in writing of PWI's assertion of rights in a communication that sets forth the copyright arrangements intended to govern the particular activity, including the nature of the project, the participation of the relevant parties, and the distribution of any proceeds derived from the project. Revenue sharing arrangements from such Works shall be negotiated on a case-by-case basis.

Section III – Trademarks and Service Marks

Trademarks and service marks are distinctive words, graphic symbols or devices that identify the source of goods or services. Trademarks or service marks relating to goods or services provided by PWI shall be owned by PWI. Trademarks and service marks owned by PWI include, but are not limited to, PROCESS WORK INSTITUTE, PROCESS WORK, PROCESSMIND, PWI and the PWI graphic logo. Consult an administrative officer for information about the appropriate use of PWI's marks. PWI shall control the nature and quality of services and goods used in connection with all authorized uses of its trademarks and service marks.

Section IV – Proprietary Information

Proprietary information arising out of PWI work (e.g., actual and proposed terms of research agreements, financial arrangements, or confidential business information) shall be owned by PWI. "Trade secret" is a legal term referring to any information, whether or not copyrightable or patentable, which is not generally known or accessible, and which gives competitive advantage to its owner. Trade secrets are proprietary information.

Section V – Patents

Patentable inventions. All potentially patentable inventions conceived or first reduced to practice in whole or in part by members of the faculty or staff (including student employees) of PWI in the course of their PWI responsibilities or with more than incidental use of PWI resources, shall be disclosed on a timely basis to PWI. Title to such inventions shall be assigned to PWI, regardless of the source of funding, if any. PWI shall share royalties from inventions assigned to PWI with the inventor.

Reassignment. If PWI cannot, or decides not to, proceed in a timely manner to patent and/or license an invention, it may reassign ownership to the inventors upon request to the extent possible under the terms of any agreements that supported or related to the work.

Waivers. Waivers of the provisions of this policy may be granted by PWI's President or the President's designate on a case-by-case basis, giving consideration among other things to PWI's obligations to sponsors, whether the waiver would be in the best interest of technology transfer, whether the waiver would be in the best interest of PWI and whether the waiver would result in a conflict of interest. In addition, the President may expand upon these provisions and shall adopt rules, based on the same factors as well as appropriateness to PWI's relationship with inventors, for the ownership of potentially patentable inventions created or discovered with more than incidental use of PWI resources by students when not working as employees of PWI, by visiting scholars and by others not

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Effective February 1, 2018

in PWI's employ.

Section VI – Operating Procedures

- **Obligation Concerning Disclosure.** Faculty and any other individuals engaged in activities that result in the creation of intellectual property to which PWI may claim ownership and/or rights as described in Section II (5), above, are obligated to make a prompt disclosure of such activities in writing to the President.
- **Retaining Rights Without Royalty for Academic Uses at PWI.** The licensing of Works is under the control of the faculty members who own such Works. However, where the creator retains the rights to Works, he or she shall grant PWI a nonexclusive royalty-free license for the use of Works within PWI for teaching, research, and other noncommercial PWI purposes. If any article or other such work is to be published, the creator is urged to seek to reserve for both the creator and PWI a royalty-free right to use a reasonable portion of the published work within PWI for teaching, research, and other non-commercial PWI purposes. The right of PWI to use such Works shall survive the departure of the creators from the faculty or student body.
- **Faculty and Student Use of Works Owned by PWI.** Faculty members and students who create Works that are owned by PWI under the provisions of this policy shall retain the right to use such Works for noncommercial research and instructional purposes. The right of the creators to use such Works that are owned by PWI shall survive their departure from the faculty or student body if used for noncommercial research or instructional purposes.
- **Updating and Correction of Works.** Faculty members and students have the right to update and correct Works they have created that are owned by PWI under the provisions of this policy. PWI may, but is not obligated to, provide support for such updates or corrections.
- **Attribution.** All works created by faculty, students, and staff at PWI under the provisions of Section II (5) of this policy shall include the names of the creators of the work, to the extent such attribution is reasonably practical, unless the creators request in writing the removal of their names.