CHAPMAN UNIVERSITY

CREAN COLLEGE of HEALTH & BEHAVIORAL SCIENCES

HANDBOOK
9/1/2017

The contents herein pertain only to Crean College of Health and Behavioral Sciences.

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Preamble

Crean College of Health and Behavioral Sciences is defined as the faculty, students, staff, and programs residing within its structure. The administration and full-time faculty share in the governance of the college, understand the different roles and responsibilities assigned to each, and work collegially to pursue the mission and vision of the college. This document is specific to the Crean College of Health and Behavioral Sciences. Sections addressing faculty governance, tenure, promotion, and curriculum supplement the University Faculty Manual, Faculty Constitution and Bylaws, Faculty Handbook, and other University-wide policies and procedures. This document elucidates established and outlines new policies and procedures at they pertain to the college. This is a living document, and should be reviewed annually to make sure it is usable, provides clear direction yet does not stifle the forward momentum of the college or impede faculty in the pursuit of research and teaching excellence.

Mission

The Crean College of Health and Behavioral Sciences engages diverse faculty and students in community outreach and learning, research, and evidence-based practice that emphasizes a bio-psycho-social perspective to the understanding of health, disability and disease; that fosters interdisciplinary collaborations and inter-professional practice; and that embraces technological innovations in the classroom, laboratory, and clinic.

Values

The Crean College of Health and Behavioral Sciences core values are the fabric of the college, uniting us and shaping our culture. These values clarify our shared commitments and explicitly state what is important to us as a college existing on two campuses, with graduate and undergraduate faculty, students and staff, and with professional and academic programs. The college values:

Academic Excellence:
- Academic programs that prepare a diverse student body for graduate programs, life-long learning and tomorrow's careers;
- Classroom, laboratory and clinical teaching that includes the adoption of new pedagogies, the articulation of clinical competencies into curriculum, and assessment of learning outcomes.

Research Excellence:
- Faculty and student research that advances our understanding of health and behavior that informs clinical practice, that creates new knowledge and that stimulates future research.

Integrity
- Ethical and transparent communication that informs research, decision-making, teaching, advising and clinical practice.

Collaboration
- Bridging undergraduate and graduate programs through teaching, research, and mentoring, and graduate health professional programs through inter-professional education;
- Integrating with community partners through internships, clinical placements, service and research.

Reputation
- Enhancing the visibility of the college by graduating alumni who are distinguished healthcare providers, clinicians, graduate students and members of the workforce;
- Achieving national and international acclaim through the research enterprise.

Five Year Strategic Goals (Fall 2015-Fall 2020)

The Crean College of Health and Behavioral Sciences goals articulate what we aspire to be in five years. The goals serve as general guidelines for planning, decision-making, development and resource allocation. They are not meant to constrain innovation, rather they are meant to be flexible enough to accommodate emerging opportunities and new ideas. We agree to establish priorities that are our roadmap laying a path from today to the future Crean College.

Goal 1: Crean College will be known nationally and internationally for research excellence.
- The college will develop one or more centers of excellence in research initially building on the college's existing research strengths which can be leveraged to attract new faculty, to promote inter-disciplinary scholarship and funded research, to support high-quality student-faculty research and post-doctoral fellows, and to host nationally and internationally renowned experts as visiting and sabbatical faculty.
- The college will hire tenure-track and tenured teacher/scholars with exceptional promise for or a demonstrated record of publishing high quality basic and/or applied research and obtaining external grant funding.
- The college will develop a grants infrastructure complementing the resources available through the Office of Sponsored Research to facilitate the faculty's ability to apply for and manage grants.
- The college will support the research activities of tenured faculty who aspire to promotion to professor through a series of targeted initiatives focused on mentoring, interdisciplinary research teams, and research resources.

Goal 2: Crean College will have an infrastructure to support undergraduate and graduate programs, faculty and student research, and inter-professional/interdisciplinary education and research.

- Rinker Campus: The College will develop priorities for existing Rinker campus Crean programs that will inform the build-out plans for the remaining unallocated spaces in 9401 Jeronimo. Priorities may include faculty offices, student study spaces, classrooms, storage, and faculty research labs.
- Rinker Campus: The College will develop a build-out plan for 9701 Jeronimo to include appropriate spaces to expand the college's programs and to locate the college's graduate health professional programs now in Orange at the Rinker. The plans will include research, lab and office spaces for Athletic Training, an inter-disciplinary PhD degree and other future programs.
- Orange Campus: The College will develop a master plan for undergraduate program offices, teaching and research laboratories and classroom needs including reallocation and redesign of space in Crean Hall, Von Neumann Hall, and Hashinger Science Center.

Goal 3: Crean College academic programs will educate students who are competitive for graduate programs and evolving 21st Century careers and for employment in the rapidly changing healthcare sector.

- Graduate Programs: The College will complete a feasibility study and consider a program proposal for an innovative, interdisciplinary PhD program.
- Graduate Programs: The graduate programs will work to integrate inter-professional education and evidence-based practice into graduate health professional programs through curriculum adjustments and the support of events that foster IPE.
- The college will support clinical and instructional faculty who aspire to promotion by supporting development leave, pedagogy workshops, time away for clinical practice, and other initiatives deemed essential for promotion.
- Undergraduate Programs: The undergraduate programs will have sufficient faculty and staff to teach, to advise, and mentor students throughout their four years at Chapman.
- Undergraduate Programs: The undergraduate programs will capitalize on the recommendations from program review to revise curriculum, learning outcomes, research and internship experiences so that students are prepared for future success.

Goal 4: Crean College will be valued for its community collaborations.

- Undergraduate and Graduate: The College will enhance existing and identify new community partnerships to expand research opportunities for faculty and students and to provide meaningful clinical and internship experiences for students.

- Undergraduate: The College will expand community college partnership agreements using the Saddleback College Transfer Agreement as a prototype to facilitate the transfer to high achieving junior college students to the health sciences, kinesiology, and psychology.
- Graduate: The College will identify an interested community partner to undertake a feasibility study to establish a community clinic that provides health care services to the community while simultaneously establishing clinical experiences, research opportunities and a faculty practice.

I.   Full-time Faculty:

Full-time faculty is defined as tenure-track, tenured, and non-tenure track faculty with full-time contracts.

a. Voting Faculty: Voting faculty are defined as tenure-track and tenured faculty, and non-tenure track faculty who have full-time clinical, instructional, or research appointments for two or more consecutive years in the college. Full-time voting faculty can also include those who are chairs and directors of programs, directors of clinical education with a faculty appointment.

b. Service Responsibilities: Full-time faculty is expected to participate in the life of the University and college by attending university, college and program retreats and meetings, serving on standing and ad hoc committees, and participating in special events such as graduation, White Coat Ceremony, Discover Chapman Day, Preview Day, open houses for prospective undergraduate and graduate students, and special events hosted by graduate programs. Some service responsibilities will be limited to tenured faculty and/or full-time faculty holding a specific rank. Faculty Review Committees exemplify this limitation.

II.   Administrative Structure

Dean: The Dean is the academic leader of the college. The dean articulates a clear vision and complementary goals for the college. The dean represents the college to the University administration, other academic leaders and units of the university, and to constituencies external to the university. The dean manages the college's physical, fiscal, and human resources and acquires new resources through fundraising activities.

The Dean's responsibilities include but are not limited to:

a. Leadership
   1. Articulating the strategic vision of the college;

2. Working collaboratively with faculty to develop goals and plans in alignment with mission and strategic vision;
3. Coordinating and promoting academic proposals and program planning across the college;
4. Providing an annual report of college, including an assessment of college's achievements relative to vision, a financial overview, and overview of new goals and initiatives;
5. Leading and coordinating the governance of the college;
6. Organizing and overseeing an administrative structure that effectively meets the needs of programs, faculty, students, and college.

b. Fiscal and Physical Resources
1. Managing the college's fiscal affairs and physical resources in compliance with university policies;
2. Aligning spending and space allocation with the vision and goals of the college;
3. Advocating for operating and capital budget enhancements and space improvements and needs to the Chancellor;

c. Faculty
1. Evaluating faculty annually;
2. Evaluating associate dean, chairs and program directors annually;
3. Recommending faculty for retention (critical year and contract renewal), tenure, and promotion;
4. Awarding annual merit pay based on performance reviews;
5. Promoting research and teaching development;
6. Recruiting and recommending the hiring of faculty;
7. Recommending faculty sabbaticals and development leaves;
8. Advocating for new faculty lines;
9. Engaging faculty in strategic planning.

d. External Relations:
1. Overseeing marketing, communications, and public relations activities of the college;
2. Leading and developing fundraising activities;
3. Maintaining alumni relations;
4. Maintaining involvement of advisory groups to the college and programs;
5. Representing college to external community by serving on external advisory boards and by developing partnerships that result in internships

and employment opportunities for students and consulting and research opportunities for faculty.

    e.   Programs and Students:
1. Assuring program accreditations are attained and maintained;
2. Implementing university and college-specific academic policies and procedures;
3. Valuing program review and learning outcomes assessment as vehicles to reinforce existing excellence and to promote curricular change and innovation;
4. Promoting curriculum and curricular changes that prepare students for graduate school and employment;

    f.   Staff and Administrative Structure:
1. Organizing an administrative structure that efficiently and effectively supports the mission and vision of the university and college and enables the college to manage its responsibilities to students, faculty, staff, and program;
2. Awarding annual merit pay based on performance evaluations;
3. Advocating for new staff lines through the enhancement process.

Associate Dean: The Associate Dean for Graduate Programs has four areas of responsibility, technology, graduate student research, graduate admissions, inter-professional education, and projects as assigned.

    a.   Technology: Represents the college on university-wide technology committees and task forces; establishes and maintains of database of hardware and software used by graduate programs and faculty; understands technology needs of graduate programs, students and faculty.

    b.   Graduate Student Research: Manages the graduate student travel fund, identifies hurdles to and initiatives for increasing high quality graduate student research; oversees Rinker campus graduate student research symposium.

    c.   Graduate Admission: Tracks graduate admission targets; uses data to refine admission process to ensure each graduate programs achieve targets; meets annually with the Vice President of Enrollment Management to review past admission targets and establish new targets; meets with program chair and directors to review targets and admission processes.

    d.   Inter-professional Education: Chairs the Rinker campus IPE committee; reviews IPE initiatives in each Crean College graduate program; meets with Crean College graduate chairs and program directors to evaluate IPE involvement and to assist in IPE integration in programs.

The associate dean is appointed by the dean, reports directly to the dean and is evaluated by the dean. The associate dean is a tenured member of a graduate health professional program. The terms of the appointment are outlined in the appointment letter.

Chairs and Program Directors: Chairs and program directors are the leaders and administrators of academic programs. They report directly to the dean. They lead the program in shaping a vision and goals aligned with the college's mission, vision, and goals, and they are the primary spokesperson for the program's faculty, staff, and students.

The responsibilities of chairs and program directors include but are not limited to:
   a. Developing a program vision that supports the goals of the department/program and the broader goals of the college and university;
   b. Generating reports and responding to data requests;
   c. Collaborating with other leaders in the college and university to foster interdisciplinary/inter-professional research and teaching and learning opportunities for faculty and students;
   d. Promoting excellence in research, teaching, and service;
   e. Acting as the key communication link between the college administration and the department/program faculty by interpreting and presenting accurately information from the faculty to the dean and the dean to the faculty;
   f. Managing the program including the development of the annual schedule of classes and teaching assignments, reviewing and updating catalog and web content, hiring adjunct faculty, overseeing the budget, participating in budget enhancement process;
   g. Evaluating program faculty annually and in critical year, tenure, and promotion review periods;
   h. Responding in a timely manner to queries about the program from the dean's office, other administrative units on campus, and the external community;
   i. Establishing a structure within the program to insure faculty participation in learning outcomes assessment, program review and/or accreditation, advising, curriculum review and revision, student organizations, student research, outreach functions (graduation, discover chapman day, white coat ceremony, undergraduate and graduate student recruitment events), and other functions of an academic unit;
   j. Overseeing program review and/or program accreditation;
   k. Managing and evaluating program staff in collaboration with the college's operations administrator and/or the dean;
   l. Representing vision, goals, and challenges faced by the program to the dean;
   m. Overseeing program-related faculty searches;
   n. Meeting enrollment and retention goals (graduate directors only).

Chairs and program directors are the primary advocates for the department/program and act collaboratively with the dean. They are appointed by the dean after consultation with the program full-time faculty and evaluated annually by the dean. Chairs/program directors with faculty appointments are evaluated on teaching, research, service, and fulfillment of chair responsibilities and expectations. Chairs/program directors with administrative appointments are evaluated on achievement of goal statements and on fulfillment of chair responsibilities and expectations. If a chair or program director is not fulfilling the outlined responsibilities, the dean may, after consultation with and approval by the Chancellor, remove the chair/program director. An interim chair/program director may be appointed from existing faculty. A permanent chair/program director may be appointed from the existing faculty or after a national search of a new chair/program director.

III. Senators

The senators are elected by the voting faculty of Crean College of Health and Behavioral Sciences and represent the interests of the college in university-wide faculty governance and within the college. They are elected per the Bylaws of the Chapman University Faculty Constitution(https://blackboard.chapman.edu/bbcswebdav/pid-187445-dt-content-rid-3596257_1/orgs/Faculty/Bylaws%20as%20amended%2003-20-2015.pdf)and are empowered to enter into executive session during any meeting at which they preside. The senators' responsibilities are specified in the Faculty Constitution. (https://blackboard.chapman.edu/bbcswebdav/pid-187435-dt-content-rid3216274_1/orgs/Faculty/Constitution%2011-14-2014.pdf).

The Crean College of Health and Behavioral Sciences expects its senators to:
    a. Attend and participate in regularly scheduled senate meetings;
    b. Inform the college faculty of senate discussion and voting items;
    c. Solicit feedback from the college faculty on proposals and relay this feedback to the senate during senate discussion;
    d. Bring to the Senate governance issues raised and proposals developed by the Crean College faculty;
    e. Conduct annual governance elections for senators and other councils, committees, and task forces that are representative in nature and require a faculty vote;
    f. Meet as needed but no less than once every other month with the dean to discuss faculty governance and other issues raised by the Crean faculty regarding the governance of the college.
    g. Attend and participate in regularly scheduled senate meetings;
    h. Inform the college faculty of senate discussion and voting items;
    i. Solicit feedback from the college faculty on proposals and relay this feedback to the senate during senate discussion;

j. Bring to the Senate governance issues raised and proposals developed by the Crean College faculty;

IV. Faculty Review Committees

The Crean College of Health and Behavioral Sciences' faculty embrace the responsibility to review and evaluate colleagues undergoing critical year, tenure and promotion, and promotion and to make recommendations pertaining to retention, tenure, and promotion. The standards used by the faculty when conducting reviews and evaluations and making recommendations will be the pertinent college guidelines for tenure and promotion.   The following acronyms are used throughout the document:

FRC: Faculty Review Committee, Committee of tenured associate and full professors who evaluate critical year and tenure files of tenure track assistant professors;

FPRC: Faculty Professor Review Committee, Committee of tenured full professors who evaluate promotion files of tenured associate professors;

FRCC: Faculty Review Committee Clinical, Committee of eligible faculty who evaluate critical year and promotion files of clinical assistant professors;

FPRCC: Faculty Professor Review Committee Clinical, Committee of eligible professors who evaluate critical year and promotion files of clinical associate professors;

FRCI: Faculty Review Committee Instructional, Committee of eligible faculty who evaluate critical year and promotion files of instructional assistant professors;

FPRCI: Faculty Professor Review Committee Instructional, Committee of eligible professors who evaluate critical year and promotion files of instructional associate professors.

FRC: Tenure Track Faculty

Composition: The FRC reviewing tenure track faculty undergoing critical year and tenure and promotion review will include all Crean College faculty members who have been tenured, hold the rank of Associate or Full Professor, and have governance voting privileges as defined in the Chapman University Faculty Constitution.

Recusal: Under certain conditions, a tenured faculty member will be required to be recused from the committee's deliberations and votes. These conditions include:

a. Member of the university Faculty Personnel Committee (FPC): recusal from all FRC deliberations and votes is required.

b. Related to the faculty member being evaluated: recusal from specific FRC deliberations and votes is required.

c. Serves in another evaluative capacity: recusal from specific FRC deliberations and votes is required.

       d. Other circumstances that compel a faculty member to be recused from all or specific FRC evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair and Executive Sub-committee: The FRC will elect an executive sub-committee of three members. The term of service is generally three years. Each sub-committee will appoint a chair to serve one to three years. The chair is the single point of contact between the FPC, the Dean, and the Chancellor's Office. Terms of service of executive sub-committee members should be staggered so that each year one new sub-committee member replaces one outgoing member.

The executive sub-committee organizes the review of faculty files, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FRC feedback on faculty files, conducts and records FRC votes, and writes the FRC evaluation letter of critical year and tenure candidates. The sub-committee reviews and advises the Dean on courtesy appointments with faculty rank and on University faculty awards with a restricted number of nominations (for example, the Scudder award). The sub-committee reports to the dean the outcome of FRC decision to approve proposals to hire faculty as a tenured associate professor.

FRC Responsibilities:
       a. Reviews and provides a written evaluation of critical year and tenure files using the University Faculty Manual and Crean College Tenure and Promotion Guidelines as the standards against which the evaluation of faculty performance in teaching, research, and service is conducted. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the Dean.
       b. The written evaluation of candidates shall include a recommendation for retention (critical year review) and tenure and promotion. The recommendations shall include the number of votes cast for and against retention, tenure and promotion. When disagreement occurs the evaluation shall include reasons for dissension.
       c. Reviews and approves proposals to hire faculty as a tenured associate professors.
       d. In collaboration with the dean, the FRC will review the Crean College Guidelines for Tenure and Promotion every five years. Changes to the document will be voted on by the FRC and approved by a two-thirds majority vote.

FPRC: Tenured Faculty
Composition: The FPRC reviewing tenured associate professors seeking promotion to full-professor will include all Crean College tenured faculty who hold the rank of Professor and have governance voting privileges as defined in the Chapman University Faculty Constitution.

Recusal: Under certain conditions, a tenured full-professor will be required to be recused from the committee's deliberations and votes. These conditions include:

- e. Member of the university FPC: recusal from all FPRC deliberations and votes is required.
- f. Related to the faculty member being evaluated: recusal from FPRC deliberations and votes specific to the relative is required.
- g. Serves in another evaluative capacity: recusal from FPRC deliberations and votes specific to the double-evaluation is required.
- h. Other circumstances that compel a faculty member to be recused from all or specific FPRC evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair and Executive Sub-committee: The FPRC will elect an executive sub-committee of three members. The term of service is generally three years. Each sub-committee will appoint a chair to serve one to three years. The chair is the single point of contact between the FPC, the Dean, and the Chancellor's Office. Terms of service of executive sub-committee members should be staggered so that each year one new sub-committee member replaces one outgoing member.

The executive sub-committee organizes faculty reviews, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FPRC feedback on faculty files, conducts and records FPRC votes, and writes the FPRC evaluation letter of promotion candidates. The sub-committee reviews and advises the Dean on courtesy appointments with the faculty rank of professor. The executive sub-committee writes and submits the evaluation of endowed chairs and professors using feedback from the FPRC to inform the evaluative letters. The sub-committee reports to the dean the FRPC approval of proposals to hire faculty as tenured full-professors.

FPRC Responsibilities:

- e. Reviews and provides a written evaluation of promotion files using the University Faculty Manual and Crean College Promotion Guidelines as the standards against which to evaluate faculty performance in teaching, research, and service. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the Dean.
- f. The written evaluation of candidates shall include a recommendation for promotion. The recommendations shall include the number of votes cast for and against promotion. When disagreement occurs the evaluation shall include reasons for dissension.
- g. Reviews and approves proposals to hire faculty as a tenured professors.

h. Reviews performance of endowed chairs and professor in the Crean College of Health and Behavioral Sciences every five years. A written evaluation is submitted to the dean and the Chancellor.

i. In collaboration with the dean, the FPRC will review the Crean College Guidelines for Promotion every five years. Changes to the document will be voted on by the FPRC and approved by a two-thirds majority vote.

FRC: Clinical Faculty (FRCC)

Composition: The FRCC reviewing clinical assistant professors seeking promotion to clinical associate professor will include all Crean College clinical associate and full professors who have governance voting privileges as defined in the Chapman University Faculty Constitution. This committee must have a minimum of five faculty members. In some instances to obtain the five faculty minimum, the membership of this committee will need to included tenured associate and full-professors associated with graduate clinical health science programs. Added members will be appointed by the chair of the FRCC in consultation with the chairs of the FRC and FPRC executive committees. If no clinical faculty is available to serve on this committee, the chairs of the FRC and FPRC will appoint a FRCC comprised of five tenured faculty from the graduate health science programs.

Recusal: Under certain conditions, faculty member will be required to be recused from the committee's deliberations and votes. These conditions include:

a. Related to the faculty member being evaluated: recusal from FRCC deliberations and votes specific to the relative is required.

b. Serves in another evaluative capacity: recusal from FRCC deliberations and votes specific to the double-evaluation is required.

c. Other circumstances compelling a faculty member to be recused from all or specific FRC Clinical evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair: The FRCC will elect a chair. The term of service is generally three years. The chair is the single point of contact between the Dean, FPC, and the Chancellor's Office. The chair organizes faculty reviews, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FRCC feedback on faculty files, conducts and records FRCC votes, and writes the FRCC evaluation letter of candidates undergoing critical year review or promotion.

FRCC Responsibilities:

a. Reviews and provides a written evaluation of critical year and promotion files using the University Faculty Manual and Crean College Promotion to Clinical Associate Guidelines as the standards against which to evaluate faculty performance. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the Dean.

b. The written evaluation of candidates shall include a recommendation for promotion. The recommendations shall include the number of votes cast for and against promotion. When disagreement occurs the evaluation shall include reasons for dissension.

c. In collaboration with the dean, the FRCC will review the Crean College Guidelines for Promotion of Clinical Faculty every five years. Changes to the document will be voted on by the FRCC and approved by a two-thirds majority vote.

FPRC: Clinical Faculty (FPRCC)

Composition: The FPRCC reviewing clinical associate professors seeking promotion to clinical full professor will include all Crean College clinical full professors who have governance voting privileges as defined in the Chapman University Faculty Constitution. This committee must have a minimum of five faculty members. In some instances to obtain the five faculty minimum, the membership of this committee will need to include tenured full-professors associated with graduate clinical health science programs. Added members will be appointed by the chair of the FPRCC in consultation with the chair FPRC executive committee. If no clinical faculty is available to serve on FPRCC, the executive committee of the FPRC will appoint a FPRCC comprised of five tenured full professors from the graduate health science programs.

Recusal: Under certain conditions, a faculty member will be required to be recused from the committee's deliberations and votes. These conditions include:

d. Related to the faculty member being evaluated: recusal from FPRCC deliberations and votes specific to the relative is required.

e. Serves in another evaluative capacity: recusal from FPRCC deliberations and votes specific to the double-evaluation is required.

f. Other circumstances compelling a faculty member to be recused from all or specific FPRCC evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair: The FPRCC will elect a chair. The term of service is generally three years. The chair is the single point of contact between the Dean and the Chancellor's Office. The chair organizes faculty reviews, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FPRCC

feedback on faculty files, conducts and records FPRCC votes, and writes the FPRCC evaluation letter of candidates undergoing critical year review or promotion.

FPRCC Responsibilities:

     d. Reviews and provides a written evaluation of critical year and promotion files using the University Faculty Manual and Crean College Promotion to Clinical Professor Guidelines as the standards against which to evaluate faculty performance. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the dean.

     e. The written evaluation of candidates shall include a recommendation for promotion. The recommendations shall include the number of votes cast for and against promotion. When disagreement occurs the evaluation shall include reasons for dissension.

     f. In collaboration with the dean, the FPRCC will review the Crean College Guidelines for Promotion of Clinical Faculty to Full Professor every five years. Changes to the document will be voted on by the FPRCC and approved by a two-thirds majority vote.

FRC: Instructional Faculty (FRCI)

Composition: The FRIC reviewing instructional assistant professors seeking promotion to instructional associate professor will include all Crean College instructional associate and full professors who have governance voting privileges as defined in the Chapman University Faculty Constitution. This committee must have a minimum of five faculty members. In some instances to obtain the five faculty minimum, the membership of this committee will need to include tenured associate and full-professors. Added members will be appointed by the chair of the FRCI in consultation with the chairs of the FRC and FPRC executive committees. If no instructional faculty is available to serve on this committee, the chairs of the FRC and FPRC will appoint a FRCI comprised of five tenured faculty.

Recusal: Under certain conditions, faculty member will be required to be recused from the committee's deliberations and votes. These conditions include:

     g. Related to faculty member being evaluated: recusal from FRCI deliberations and votes specific to the relative is required.

     h. Serves in another evaluative capacity: recusal from FRCI deliberations and votes specific to the double-evaluation is required.

     i. Other circumstances may arise compelling a faculty member to be recused from all or specific FRCI evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair: The FRCI will elect a chair. The term of service is generally three years. The chair is the single point of contact between the Dean, ~~FPC~~ and the Chancellor's Office. The chair organizes faculty reviews, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FRCI feedback on faculty files, conducts and records FRCI votes, and writes the FRCI evaluation letter of candidates undergoing critical year review or promotion.

FRCI Responsibilities:
    g. Reviews and provides a written evaluation of critical year and promotion files using the University Faculty Manual and Crean College Promotion to Instructional Associate Guidelines as the standards against which to evaluate faculty performance. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the dean.
    h. The written evaluation of candidates shall include a recommendation for promotion. The recommendations shall include the number of votes cast for and against promotion. When disagreement occurs the evaluation shall include reasons for dissension.
    i. In collaboration with the dean, the FRCI will review the Crean College Guidelines for Promotion of Instructional Faculty every five years. Changes to the document will be voted on by the FRCI and approved by a two-thirds majority vote.

FPRCI: Instructional Faculty (FPRCI)
Composition: The FPRCI for instructional associate professors seeking promotion to instructional full-professor will include all Crean College instructional full professors who have governance voting privileges as defined in the Chapman University Faculty Constitution. This committee must have a minimum of five faculty members. In some instances to obtain the five faculty minimum, the membership of this committee will need to include tenured full-professors. Added members will be appointed by the chair of the FPRCI in consultation with the FPRC executive committee. If no instructional faculty is available to serve on this committee, the FPRC executive committee will appoint a FPRCI comprised of five tenured full professors.

Recusal: Under certain conditions, faculty member will be required to be recused from the committee's deliberations and votes. These conditions include:
    j. Related to the faculty member being evaluated: recusal from FPRCI deliberations and votes specific to the relative is required.
    k. Serves in another evaluative capacity: recusal from FPRCI deliberations and votes specific to the double-evaluation is required.

l. Other circumstances may arise compelling a faculty member to be recused from all or specific FPRCI evaluations and votes.

In all in cases of recusal, the faculty member must declare the intent and reason to be recused in an email to the Dean dated no later than September 1.

Chair: The FPRCI will elect a chair. The term of service is generally three years. The chair is the single point of contact between the Dean, FPC, and the Chancellor's Office. The chair organizes faculty reviews, calls meetings, assures a quorum (faculty joining the meeting by phone, Skype, or other teleconferencing medium are counted in the quorum determination), amasses FPRCI feedback on faculty files, conducts and records FPRCI votes, and writes the FPRCI evaluation letter of candidates undergoing critical year review or promotion.

FPRCI Responsibilities:
j. Reviews and provides a written evaluation of critical year and promotion files using the University Faculty Manual and Crean College Promotion to Instructional Full-Professor Guidelines as the standards against which to evaluate faculty performance. The written evaluation shall be submitted to the Chancellor's Office. Typically, the evaluation is made available to the candidate and the dean.

k. The written evaluation of candidates shall include a recommendation for promotion. The recommendations shall include the number of votes cast for and against promotion. When disagreement occurs the evaluation shall include reasons for dissension.

l. In collaboration with the dean, the FPRCI will review the Crean College Guidelines for Promotion of Instructional Faculty to Full-Professor every five years. Changes to the document will be voted on by the FPRCI and approved by a two-thirds majority vote.

V.   Process Overview: Tenure, Tenure and Promotion, Promotion

The college adheres to the review calendar released annually by the Office of Faculty Affairs. Although a general outline of the calendar and process follows, the Crean faculty is encouraged to review the official calendar published by the Office of Faculty Affairs for exact deadlines.

General Process and Deadlines for Critical Year Review, Tenure, Tenure and Promotion, and Promotion

March	Candidates seeking tenure, tenure and promotion, and promotion during the next academic year notify the Chancellor, Dean, and Office of Faculty Affairs
March	Candidates whose files require review by external experts submit names to the dean
June	Candidates whose files will be reviewed by external experts submit portfolios
August	Candidates for tenure, tenure and promotion, and promotion submit completed portfolios for internal review
August	External reviewer evaluations due to Chancellor
September	Tenure, tenure and promotion, and promotion (tenured) candidates respond to external reviewer evaluations and/or sign off on portfolios
September	Candidates for critical year review submit portfolios
Sept/Oct	Chair evaluations – critical year, tenure, tenure and promotion, all promotion
Sept/Oct	FRC evaluations-critical year, tenure, tenure and promotion, all promotion
Oct/Nov	Dean evaluations-critical year, tenure, tenure and promotion, all promotion
Oct/Nov/Feb	Various dates for faculty to sign-off on files
February	FPC evaluations – critical year, tenure, tenure and promotion, all promotion
March/April	Chancellor's decisions on critical year, tenure, tenure and promotion, and promotion

VI. Guidelines for Publishing in Open Access Journals

Introduction to Open-Access Publishing

Open-access publishing provides scholarly literature free of charge, and free of access restrictions. Compared with traditional publishers where access may be restricted, open-access research products can be more accessible, reach a broader audience, and can help advance the literature base in their respective fields. Open-access publications are not inherently inferior to traditional publishers, as reputable open-access publishers adhere to a code of conduct and maintain peer-review standards that are equivalent to traditional publishers. Most open-access journals charge publication fees, often called article processing charges.

Predatory publishers exploit open-access publishing as a way to charge fees to researchers who believe their work will be printed in legitimate journals. Predatory open-access publishers charge such fees without providing appropriate peer-review or editorial or indexing services. Faculty should not publish their scholarly work in predatory journals.

Evaluating open-access journals and publishers is a process that includes cautiously and thoroughly examining the publisher's content, practices, and websites. This may involve contacting the publisher if necessary, reading statements from the publisher's authors about their experiences with the publisher, and determining whether the publisher commits questionable practices that are known to be committed by predatory publishers (Beall, 2015). The requirement for authors to pay nominal fees for special services (e.g., complex graphics or video streaming) is not, in itself, a criterion that eliminates a journal from being an appropriate choice, but fees should be reasonable and customary for reputable publishers.

More detailed criteria for determining predatory open-access publishers can be found at: https://scholarlyoa.files.wordpress.com/2015/01/criteria-2015.pdf.

For information on how to identify trusted journals, view this video and corresponding checklist: http://thinkchecksubmit.org/.

Faculty Responsibility
Faculty members are responsible for making a case for the relevance and quality of their open-access publications, as they would for all other publications. For example, candidates for promotion and tenure can report Impact Factors or Quartile Ranks from Journal Citation Reports or Scimago – regardless of the publication format (i.e., open-access vs. traditional). In other words, as long as publications in open-access journals are peer-reviewed, indexed (in databases such as PubMed, PsycINFO, Web of Science, or Scopus), and have an impact factor, then they are viewed as equivalent to publications in journals that are not open-access. If publications in open-access journals do not meet these criteria, then the following characteristics can indicate the quality of the open-access journal or justify publication (note that these are not requirements, but guidelines):

☐ Affiliated with a national or professional organization
☐ Recognized by the field as being respected
☐ Has appropriate acceptance rates
☐ The editorial staff are professionals or clinicians in the field
☐ The journal publishes scholarly work with clinical implications
☐ Manuscripts receive a persistent identifier such as a digital object identifier (doi)
☐ Manuscripts are peer-reviewed

Before faculty members submit scholarly manuscripts for publication in an open-access journal, they should:

1. Search for high quality, open-access, peer-reviewed journals by examining the journal's impact factor and/or quartile rank using a tool such as Journal Citation Reports, https://jcr-incites-thomsonreuters-com.libproxy.chapman.edu, or http://www.scimagojr.com/

2. Once an open-access journal has been selected, go to the journal's website and carefully review the information provided in light of criteria required for membership into the Open Access Scholarly Publishers Association: http://oaspa.org/membership/membership-criteria/

VII. Guidelines: Tenure and Promotion (1/1/17)

The Crean College Tenure and Promotion, Promotion of Tenured Associate Professors, Promotion of Clinical Faculty, and Promotion of Instructional Faculty Guidelines establish the minimum standards expected of faculty to achieve tenure and to be eligible for promotion. Faculty are urged to review these documents often and to use them to benchmark progress toward tenure and promotion. Evaluators are required to use these documents to evaluate faculty annually and during critical year, tenure, and promotion review. These documents are available to all college faculty on the Crean College Health and Behavioral Sciences portal listed under Faculty Documents.

Crean College Unit Guidelines for Tenure and Promotion to Associate Professor

The Crean College of Health and Behavioral Sciences Guidelines for Tenure and Promotions establish standards of excellence in each evaluative area. The College's tenure-track faculty, department chairs and program directors, and review committees should use these guidelines throughout the probationary period to assess candidates' ongoing progress toward becoming nationally recognized researchers and/or scholars and effective teachers whose participation in the department and emergent participation in the college, university, and profession predict the likelihood of tenure- track candidates' future productivity as researchers and/or scholars, effectiveness as teachers, and commitment to service.

Research/Scholarly Activities: The Crean College of Health and Behavioral Sciences expects a tenure candidate to publish a body of research and/or scholarship that demonstrates evidence of a coherent and continuous program of original research contributing to the body of knowledge of the candidate's discipline and that sets the stage for continued contributions to the discipline throughout the candidate's career.

Evidence of a coherent, continuous program of original research must include a consistent record of publications in peer reviewed journals of high quality. A case for quality should be made by using such tools as citation indices, quartile rankings of journals in which the candidate published, and other measures that attest to quality. Faculty members are responsible for making a case for the relevance and quality of their open-access publications, as they would for all other publications. For example, candidates for promotion and tenure can report Impact Factors or Quartile Ranks from Journal Citation Reports or Scimago – regardless of the publication format (i.e., open-access vs. traditional). In other words, as long as publications in open-access journals

are peer-reviewed, indexed (in databases such as PubMed, PsycINFO, Web of Science, or Scopus), and have an impact factor, then they are viewed as equivalent to publications in journals that are not open-access. If publications in open-access journals do not meet these criteria, then the following characteristics can indicate the quality of the open-access journal or justify publication (note that these are not requirements, but guidelines):

- Affiliated with a national or professional organization
- Recognized by the field as being respected
- Has appropriate acceptance rates
- The editorial staff are professionals or clinicians in the field
- The journal publishes scholarly work with clinical implications
- Manuscripts receive a persistent identifier such as a digital object identifier (doi)
- Manuscripts are peer-reviewed

In addition to peer reviewed publications, a tenure candidate may include other examples of research evidence. Examples include but are not limited to:
   a. Peer reviewed monographs, books, book chapters, case studies, edited books, and textbooks. If publications are collaborative efforts, the specific contributions of the tenure candidate must be generally outlined.
   b. Competitive, peer reviewed external funding from agencies (e.g., the National Institutes of Health, National Science Foundation, US Department of Agriculture, Department of Defense, etc.) and/or private foundations (e.g., American Heart Association, American Lung Association, American Cancer Society.
   c. U.S. patents—if patents are collaborative efforts, the specific contributions of the tenure candidate must be documented.
   d. Colloquia, symposia, and panel presentations at professional meetings.

In addition to having achieved a strong record of published research/scholarship, the Crean College expects a tenure candidate to provide evidence demonstrating the candidate's emerging national and/or international reputation as a researcher and/or scholar in the candidate's discipline. Examples of evidence include but are not limited to:
   a. Invited papers, invited participation in symposia and colloquia, and awards, especially those that are national and international.
   b. Peer reviewer for significant journals, textbooks, or other peer reviewed published work.
   c. Provider of continuing education workshops and courses to advance clinical practice or other applications of knowledge.
   d. Membership on an editorial board of an academic journal or scientific book series.
   e. Reviewer of scholarly/research products and activities in nationally recognized outlets.

Candidates are expected to compile a research portfolio that will provide evidence of excellence in research/scholarly activities.

Teaching: Teaching excellence should be shown in both primary and secondary teaching. The Crean College of Health and Behavioral Sciences defines primary teaching as formal instruction

(teaching regularly scheduled courses, participating in team teaching or inter-professional teaching for appropriate courses). The College defines secondary teaching as including such activities as academic advising, informal exchanges with students and colleagues, overseeing undergraduate and graduate student research projects and/or other student-faculty scholarship. .

The Crean College expects tenure-track faculty to develop and maintain a teaching portfolio, to conduct regular student and peer evaluations of teaching, to assure rigor and quality of course content, and to advise students.

The teaching portfolio is an important vehicle for demonstrating excellence in teaching. The portfolio should include:
   a. A statement of the applicant's philosophy of teaching and advising/mentoring.
   b. Demonstration of growth as a teacher and advisor throughout the probationary period.
   c. Evidence of teaching and advising effectiveness, reflection on student and peer evaluations and other evaluations that lead to changes in teaching.
   d. Evidence of ongoing course development.

Service: The Crean College of Health and Behavioral Sciences requires tenure candidates to be engaged members of the college, their programs, and their profession.   For example, tenure candidates should participate in program committee work including search committees, program meetings, curriculum development, events that promote the college and program. The Crean College of Health and Behavioral Sciences expects tenure candidates to participate in faculty governance of the college and university by serving on standing committees, ad hoc committees and task forces, faculty councils to the extent that such participation does not interfere with the candidate's pursuit of excellence in research and teaching. It expects tenure candidates to participate in professional societies and organizations.

The Crean College of Health and Behavioral Sciences recognizes that a record of outstanding service is not alone sufficient for tenure and expects tenure candidates to balance service with their research and teaching.

<u>**Guidelines for Promotion to Full Professor**</u>
In general, applicants for promotion to Professor in the Crean College of Health and Behavioral Sciences shall demonstrate continued professional growth since promotion to Associate Professor with evidence of a sustained record of significant research since achieving tenure. Full professor candidates must also show clear signs of leadership and national/international reputation. They must provide evidence of mentorship, a sustained record of directing research work at the undergraduate and/or graduate levels, and significant engagement in the Crean College of Health and Behavioral Sciences and Chapman University faculty governance.

Research/Scholarly Activities: The candidate for promotion to Professor shall demonstrate a record of ongoing, significant research since achieving tenure. The candidate's record of research must include peer reviewed publications that contribute to the body of disciplinary and/or interdisciplinary knowledge and that are high quality. For promotion to full-professor,

examples of peer reviewed publications include refereed journal articles, monographs, books, and book chapters. It is incumbent upon the candidate to make the case for quality using nationally recognized metrics of quality. Faculty members are responsible for making a case for the relevance and quality of their open-access publications, as they would for all other publications. For example, candidates for promotion and tenure can report Impact Factors or Quartile Ranks from Journal Citation Reports or Scimago – regardless of the publication format (i.e., open-access vs. traditional). In other words, as long as publications in open-access journals are peer-reviewed, indexed (in databases such as PubMed, PsycINFO, Web of Science, or Scopus), and have an impact factor, then they are viewed as equivalent to publications in journals that are not open-access. If publications in open-access journals do not meet these criteria, then the following characteristics can indicate the quality of the open-access journal or justify publication (note that these are not requirements, but guidelines):

- Affiliated with a national or professional organization
- Recognized by the field as being respected
- Has appropriate acceptance rates
- The editorial staff are professionals or clinicians in the field
- The journal publishes scholarly work with clinical implications
- Manuscripts receive a persistent identifier such as a digital object identifier doi
- Manuscripts are peer-reviewed.

Candidates for full-professor may include other examples of excellence in research and scholarship in addition to peer reviewed journal articles, monographs, books and book chapters. It is incumbent upon the candidate to provide evidence of quality. Some examples of excellence in research and scholarship that may be included but are not limited to:

 a. Case studies, edited books, and textbooks. If publications are collaborative efforts, the specific contributions of the candidate for promotion must be generally outlined.

 b. Competitive, peer reviewed external funding from agencies (e.g., National Institutes of Health, National Science Foundation, US Department of Agriculture, Department of Defense, etc.) and/or private foundations (e.g., American Heart Association, American Lung Association, American Cancer Society, etc).

 c. U.S. patents—if patents are collaborative efforts, the specific contributions of the applicant must be documented.

 d. Colloquia, symposia, and panel presentations at professional meetings.

 e. Minor works such as book reviews and other recognized forms of research activity such as poster presentations at professional meetings.

In addition to having attained a strong record of published research, national and/or international visibility and leadership in the candidate's research field is a particularly strong indication of excellence in research. Evidence of recognition by colleagues and organizations includes:

 a. Membership on an editorial board of an academic journal or scientific series;

b. Invited papers, symposia, colloquia, and awards especially those that are national and international;
c. Selection as an officer in a professional society particularly at the national or international level;
d. Provider of continuing education workshops and courses to advance clinical practice or other application of knowledge;
e. Reviewer of competitive grants;
f. Reviewer of scholarly products and activities in nationally recognized outlets.

Candidates are expected to compile a research portfolio that will provide evidence for excellence in research/scholarly activities.

Teaching: The Crean College of Health and Behavioral Sciences Guidelines for teaching excellence encompass excellence in both primary and secondary teaching. Primary teaching is defined as formal instruction such as teaching regularly scheduled courses, participating in team teaching for appropriate courses, directing and Masters and Doctoral theses. Secondary teaching includes academic advising, informal exchanges with students and colleagues, overseeing undergraduate and graduate student research projects and/or other student-faculty scholarship. Mentoring students is primarily the responsibility of tenured faculty. Applicants for promotion to Professor must demonstrate an ongoing commitment to mentor students, graduate and/or undergraduate. Guiding students toward the completion of theses, the co-authorship of published articles, and presentation of papers at professional meetings is compelling evidence of such a commitment. However, it is recognized that mentoring can be accomplished in a variety of ways and will be different for different disciplines.

Since promotion to associate professor, the individual should demonstrate continuing adherence to all of the standards required for promotion to associate professor. Applicants for promotion to Professor shall demonstrate sustained excellence and effectiveness of teaching by submitting a teaching portfolio that contains (a) documentary materials from courses taught; (b) the candidate's own statement on teaching; (c) student ratings of teaching; and (d) peer evaluations of teaching. Additional evidence could be the publication of textbooks or teaching materials, active participation in organizations devoted to teaching, and the success of former students.

Service: The Crean College of Health and Behavioral Sciences expects candidates for promotion to full-professor to participate fully in the department, college, university, and the profession.

Examples of respected professional service activities include but are not limited to:
a. Active participation in the life of professional societies and organizations;
b. Selection as an officer in a professional society, particularly at the national or international level);
c. Editorship of or membership on an editorial board of an academic journal or scientific book series;
d. Peer reviewer for research publications or grants.

Examples of respected participation in the life of the university include:
    a. Departmental and college committee work and/or administrative responsibilities;
    b. Faculty governance activities, service or faculty councils and standing committees, service on ad hoc committees and task forces established by the administration, leadership roles in faculty governance;
    c. Participation in public relations, fund-raising, or other activities undertaken to benefit the University as a whole or that enhance the common life of the University.

VIII.   Guidelines Promotion Instructional Faculty

Introduction: The Faculty Manual establishes the broad criteria for promotion of full-time, non-tenure track faculty members who are designated as Non-tenure Track Appointments. The specific responsibilities of faculty holding non-tenure track appointments are "specified in the Faculty Agreement between the University and the faculty member. Such appointments carry no expectations of tenure and no right of employment or reappointment beyond the end of the term specified in the Faculty Agreement." (Faculty Manual 2014, II.D).

The broad criteria for Promotion of Non-tenure track Faculty include teaching, advising, and service, as well as any specific responsibilities stipulated by the Faculty Agreement between the University and the non-tenure track faculty member. Furthermore, the Faculty Manual requires promotion candidates to demonstrate excellence when meeting their specified responsibilities. The Faculty Manual charges academic units to provide discipline specific guidelines for faculty to consult when working to achieve excellence.

This document, "Guidelines for Promotion of Non-tenure Track Instructional Faculty", establishes the standards of excellence candidates must demonstrate to be eligible for promotion. Non-tenure track instructional faculty with ongoing appointments should use these guidelines when submitting annual reports, critical year reviews, and promotion materials. Supervising administrators and review committees should use these guidelines to assess the candidate's ongoing progress toward fulfilling promotion requirements.

Promotion to Associate Instructional Professor

Non-tenure Track Assistant Instructional Professors may seek consideration for promotion to Associate Instructional Professor after six continuous years at the rank of Assistant Instructional Professor. Furthermore, to be eligible for promotion, a candidate must undergo at least one critical year review prior to seeking promotion. This review should occur at least two years prior to the submission of the promotion portfolio. Alternatively, Non-tenure Track faculty may opt to follow the timeline for Tenure Track faculty that requires two critical year reviews, as outlined in the Faculty Manual, prior to being considered for promotion. Candidates are advised to consult the Faculty Manual for additional information regarding the timeline for critical year reviews. ***Candidates who are unsuccessful in achieving promotion to Associate Instructional Professor may re-submit a promotion portfolio no less than two years following notification from the Office of Academic Affairs."***

Teaching: The Crean College of Health and Behavioral Sciences' standard of excellence for teaching encompasses both primary and secondary teaching. Primary teaching is formal instruction, provided by teaching regularly scheduled courses and may include team, inter-professional, and interdisciplinary teaching. Secondary teaching is academic advising, advising student organizations, and mentoring of students in research and scholarship. Non-tenure track faculty will demonstrate excellence in primary and secondary teaching through a teaching portfolio.

A teaching portfolio should contain:
   a. Statement of teaching and advising/mentoring philosophy with evidence demonstrating how the philosophy statement informs primary and secondary teaching.
   b. Explanation of currency of pedagogical practices. This should include evidence of ongoing professional development as a teacher and evidence linking professional development with course development and teaching methodologies.
   c. Demonstration of growth as a teacher and advisor throughout the evaluative period. This may include reflection on student and peer evaluations and other evaluations that have led to changes in teaching and advising.
   d. Student and peer evaluations of teaching, grade distributions, course syllabi, teaching awards, certificates of training in new pedagogies.
   e. Evidence of playing a key role in student advising within the program. This should include evidence showing involvement in advising workshops to ensure an understanding of GE, study abroad, and university, college, and program policies related to undergraduate and transfer students.
                              OR
   f. Evidence of crucial involvement in the program's assessment activities including developing and integrating learning outcomes into syllabi, and in participating in annual learning outcome assessment reports.

Service: The Crean College of Health and Behavioral Sciences' standard of excellence for service includes activities that contribute to student, program, and college success. Attendance at University, College, and Program meetings and major events such as Discover Chapman Day, Admitted Students Day, Senior Awards Reception, and Graduation are expected of Non-tenure track Instructional faculty seeking promotion. In addition, promotion candidate are required to amass a meaningful record of service. Non-tenure track faculty will demonstrate excellence in service through a service portfolio.

A service portfolio should contain:
   a. Statement of service philosophy with evidence linking the philosophy to service activities.
   b. Substantial role in committee work associated with curriculum development,

assessment, and program review. Evidence should include how the candidate has participated in the program's assessment activities including developing and integrating learning outcomes into syllabi, and in participating in annual learning outcome assessment reports.

OR

c. Major role in organizing advising within the program. Evidence should include the leadership roles the candidate has played in overseeing one or more specific aspects of advising such as peer advising, transfer student advising, first year student advising and study abroad advising.

Promotion to Instructional Full-Professor

Associate Instructional Professors may seek consideration for promotion to Instructional Professor after six continuous years at the rank of Associate Instructional Professor.

Teaching: The Crean College of Health and Behavioral Sciences' standard of excellence for teaching encompasses both primary and secondary teaching. Primary teaching is formal instruction, provided by teaching regularly scheduled courses and may include team and interdisciplinary teaching. Secondary teaching is academic advising, advising student organizations, and mentoring of students in research and scholarship.

The teaching portfolio used for promotion to Associate Instructional Professor (See Promotion of Associate Instructional Professor, Teaching.) shall be expanded to demonstrate sustained excellence in teaching and advising and ongoing professional development in teaching, advising, and mentoring of students. In addition, the portfolio should include a section devoted to one of the three areas below.

a. Commitment to faculty mentorship of undergraduate research/scholarship leading to poster presentations at local and regional meetings publicly disseminated instructional videos, and publication in undergraduate research journals.
b. Evidence of scholarship in science education, including presentations at national meetings and publications in science education journals derived from their experience at Chapman.
c. Evidence of ongoing development as an advisor by participating in workshops devoted to effective advising and by developing and assessing new advising strategies in the program.

Service: Crean College of Health and Behavioral Sciences expects candidates for promotion to Instructional Professors to demonstrate an ongoing service commitment to the program and college and to add meaningful service to the university and/or profession. The service portfolio for promotion to associate instructional professor shall be expanded to demonstrate sustained

excellence in service and to high light new areas of service. Suggested new evidence should include at least one of the following:

     a. Faculty governance committees especially in the areas student conduct, curriculum and program assessment, academic integrity, diversity, sustainability, and admissions and ad hoc committees established by the Dean;

     b. Outreach work (for example, developing internship sites) to the local and regional community;

     c. Leadership role in overseeing program advising, including the training of students and program faculty to be effective advisors.

IX. Guidelines Promotion Clinical Faculty

The Faculty Manual establishes the broad guidelines for promotion of full-time, non-tenure track faculty members. Such appointments carry no expectation of tenure and no right of employment of reappointment beyond the end of the term specified in the Faculty Agreement.

The broad guidelines for promotion of non-tenure track, full-time faculty usually include the expectation of excellence in teaching, advising, and service but acknowledge the Faculty Agreement between the University and the faculty member may stipulate other specific responsibilities. Promotion candidates will be required to demonstrate excellence when meeting these specific responsibilities. The Faculty Manual charges academic units to provide specific guidelines for faculty to consult while working to achieve excellence and promotion.

This document "Guidelines for Promotion of Non-tenure Track Clinical Faculty", establishes the standards of excellence candidates must demonstrate to be eligible for promotion. Non-tenure Track Clinical Faculty with ongoing appointments should use these guidelines when submitting annual reports, critical year reviews, and promotion materials. Supervising administrators and review committees should use these guidelines to assess the candidate's ongoing progress toward fulfilling promotion requirements.

Promotion to Clinical Associate Professor

Non-tenure Track Clinical Assistant Professors may seek consideration for promotion to Clinical Associate Professor Associate Clinical Professor after six continuous years at the rank of Clinical Assistant Professor. Furthermore, to be eligible for promotion, a candidate must undergo at least one critical year review prior to seeking promotion. This review should occur at least two years prior to the submission of the promotion portfolio. Alternatively, Non-tenure Track faculty may opt to follow the timeline for Tenure Track faculty that requires two critical year reviews, as outlined in the Faculty Manual, prior to being considered for promotion. Candidates are advised to consult the Faculty Manual for additional information regarding the timeline for critical year reviews. ***Candidates who are unsuccessful in achieving promotion to Associate Clinical Professor***

may re-submit a promotion portfolio no less than two years following notification from the Office of Academic Affairs."

Teaching: The Crean College of Health and Behavioral Sciences' standard of excellence for teaching encompasses both primary and secondary teaching. Primary teaching is formal instruction provided by teaching regularly scheduled courses and may include team and inter-professional teaching. Secondary teaching is academic advising, advising student organizations, mentoring of graduate and undergraduate students in research and scholarship. Non-tenure track faculty will demonstrate excellence in primary and secondary teaching through a teaching portfolio.

A teaching portfolio should contain:
- Statement of teaching and advising/mentoring philosophy with evidence demonstrating how the philosophy statement informs primary and secondary teaching;
- Explanation of currency of pedagogical practices. This should include evidence of ongoing professional development as a teaching clinician and how this development links to course development and teaching methodologies;
- Evidence of teaching and mentoring effectiveness and reflection on student and peer evaluations and other evaluations that have led to development as a teacher;
- Evidence of ongoing course development and relevance and currency of class materials, including comparisons of course content to published standards within the candidate's professional literature;
- Evidence of pedagogical innovation and currency;
- Evidence of advising/mentoring activities.

Examples of the types of evidence that should be included in the teaching portfolio include but are not limited to:
- Student evaluations of teaching;
- Peer evaluations of teaching;
- Course syllabi and supplemental material;
- Examinations;
- Teaching awards;
- Certificates of training in new pedagogies;
- Number of advisees, participation in special advising/mentoring activities such as advising student organizations.

Research/Scholarly Activities: Research/scholarly activities for clinical track faculty are qualitatively and quantitatively different from research expectations of tenure-track and tenured faculty. Accrediting organizations overseeing graduate professional programs may expect non-

tenure track clinical faculty to be engaged in some research; thus, variation in research expectations may be occur.

Crean College encourages non-tenure track clinical faculty to engage in some form of scholarly research that contributes to the knowledge and understanding of the faculty member's discipline and/or contributes to understanding best practices in teaching, learning, and assessment. Regardless of the type of scholarly activities in which a faculty member engages, the work must be high quality. Examples of research and scholarship include but are not limited to:

- Poster presentations;
- Podium presentations;
- Collaborative efforts with publications including peer-reviewed journal articles, monographs, book chapters, case studies, edited books, and textbooks. The nontenure track faculty member needs not take a primary role in these collaborative efforts but needs to be identified as one of the authors;
- Published case studies;
- Contributions to clinical publications
- Scholarly conference presentations that are peer reviewed;
- Colloquia, symposia, and panel presentations at professional meetings;
- Research and scholarly work that is required of clinical faculty by the appropriate professional accrediting organization.

Participation in professional and disciplinary organizations may take on different forms. It is incumbent upon the candidate to show how they have been engaged and to articulate why this engagement has been important to their development as a clinician. Examples of evidence include but are not limited to:

- Attendance at the research components of conferences with evidence of attendance;
- Organization of and participation in continuing education workshops and courses to advance clinical practice or other applications of knowledge;
- Reviews of scholarly work.

Service: Crean College expects clinical faculty to be engaged members of the college, program, professional organization, and community. To be eligible for promotion, the clinical faculty member must demonstrate a record of service. Examples of service include but are not limited to:

- Attendance and participation in University, College, and Program meetings and retreats;
- Participation in events such as commencement and events relevant to the program;
- Involvement in committee work at the program, college, and university level; □ Participation in professional societies and organizations;

- Service specifically recognized by the clinical faculty's professional organization.
- Service to the community.

Clinical Competence: Clinical faculty must remain competent within their respective fields to be eligible for promotion. Each profession will have its own method for retaining and documenting competency. It is incumbent upon the faculty member to document in the promotion materials how clinical competence has been maintained within the relevant clinical area. Finally, for clinical faculty in which professional licensure/credentialing is a requirement for clinical practice, maintenance of professional licensure/credentialing is a requirement for promotion.

Other examples to document clinical competence include but are not limited to:
- Ongoing participation in patient care;
- Clinical demonstrations for educating students or other professionals;
- Consulting for patient management;
- Clinical specialty certifications;
- Participation in developing licensure exam questions;
- Completion of teaching and/or continuing education courses;
- Attendance at annual conferences, meetings, and other professional events;
- Reviews of clinical books or other educational/scholarly materials relevant to clinical practice.

Promotion to Clinical Professor

Associate Clinical Professors may seek consideration for promotion to Clinical Professor after six continuous years at the rank of Associate Clinical Professor. Candidates must demonstrate continued growth in teaching, research and scholarly activities, and service since promotion to clinical associate and must provide evidence of leadership in the profession.

Teaching: The Crean College of Health and Behavioral Sciences' standard of excellence for teaching encompasses both primary and secondary teaching. Primary teaching is formal instruction provided by teaching regularly scheduled courses and may include team and inter-professional teaching. Secondary teaching is academic advising, advising student organizations, mentoring of graduate and undergraduate students in research and scholarship. Non-tenure track faculty will demonstrate excellence in primary and secondary teaching through a teaching portfolio.

The teaching portfolio used for promotion to Associate Clinical Professor shall be expanded to demonstrate sustained excellence in teaching and advising/mentorship and ongoing professional development in teaching and advising/mentoring of students. The portfolio should include an

additional section devoted to one new area of teaching excellence selected from one of three areas below. The section shown must include supportive evidence demonstrating the achievement of excellence.

- Commitment to mentorship of graduate students in research/scholarship leading to poster presentations at local and regional meetings, publically disseminated instructional videos, and/or development of phone applications relevant to clinical practice;
- Commitment to inter-professional education leading to courses, clinical experiences, workshops, or other educational efforts that provide students with opportunities to learn and practice as part of a healthcare delivery team;
- Commitment to incorporating new technology in teaching and learning and the assessment of the efficacy of these technologies.
- Or, commitment to any other area of teaching excellence or innovation identified by the faculty member.

Research/Scholarly Activities: Organizations accrediting graduate professional programs may expect non-tenure track clinical faculty to be engaged in some research. Thus, Crean College includes an expectation of research/scholarship for non-tenure track clinical faculty seeking promotion. These expectations are qualitatively and quantitatively different from research expectations of tenure-track and tenured faculty.

Crean College encourages non-tenure track clinical faculty to engage in some form of scholarly research that contributes to the knowledge and understanding of the faculty member's discipline and/or contributes to understanding best practices in teaching, learning, and assessment. Regardless of the type of scholarly activities in which a faculty member engages, the work must be high quality and must be relevant to the period of time since being promote to clinical associate professor. Examples of research and scholarship include but are not limited to:

- Poster presentations;
- Podium presentations;
- Collaborative efforts with publications including peer-reviewed journal articles, monographs, book chapters, case studies, edited books, and textbooks. The nontenure track faculty member needs not take a primary role in these collaborative efforts but needs to be identified as one of the authors;
- Published case studies;
- Contributions to clinical publications
- Scholarly conference presentations that are peer reviewed;
- Colloquia, symposia, and panel presentations at professional meetings;
- Research and scholarly work that is required of clinical faculty by the appropriate professional accrediting organization.
- Reviews of clinical books or other educational/scholarly materials.

Included as part of the candidate's evidence showing engagement in research/scholarship may be participation in professional and disciplinary organizations as long as the candidate articulates how the participation has been important to the clinician's ongoing development as a contributor to knowledge in the discipline. Types of evidence that would be appropriate examples of this include but are not limited to:

- Organization of, participation in, and/or completion of continuing education workshops and courses to advance clinical practice or other applications of knowledge;
- Reviews of scholarly work.
- Membership on an editorial board of scholarly journals; ☐ Invited presentations.
- Participation in licensure exam question development.

Service: Crean College expects clinical faculty to be engaged members of the college, program, professional organization, and community. To be eligible for promotion, the clinical faculty member must demonstrate a record of consequential service that expands upon the service activities reported in the file for promotion to associate professor. Examples of service include but are not limited to:

- Faculty governance activities including ad hoc, faculty committees, and faculty councils;
- Selection as an officer in a professional society;
- Involvement in committee work at the program, college, and university level;
- Participation in professional societies and organizations;
- Service specifically recognized by the clinical faculty's professional organization.
    ☐ Outreach and service to the community.
- Participation in licensure exam grading.

Clinical Competence: Clinical faculty must remain competent within their respective fields to be eligible for promotion to clinical professor. Each profession will have its own method for retaining and documenting competency. It is incumbent upon the faculty member to document in the promotion materials how clinical competence has been maintained within the relevant clinical area. Finally, for clinical faculty in which professional licensure/credentialing is a requirement for clinical practice, maintenance of professional licensure/credentialing is a requirement for promotion**.**

Other examples to document clinical competence include but are not limited to:

a. Ongoing participation in patient care;
b. Clinical demonstrations for educating students or other professionals;
c. Consulting for patient management;
d. Clinical specialty certifications;

e.   Participation in developing licensure exam questions;
f.   Completion of teaching and/or continuing education courses;
g.   Attendance at annual conferences, meetings, and other professional events;
h.   Reviews of clinical books or other educational/scholarly materials relevant to clinical practice.

X.   Guidelines Promotion Clinical Coordinator Faculty

Approved April 2015

The Faculty Manual establishes the broad guidelines for promotion of full-time, non-tenure track faculty members. Such appointments carry no expectation of tenure and no right of employment or reappointment beyond the end of the term specified in the Faculty Agreement.

The broad guidelines for promotion of non-tenure track, full-time faculty usually include the expectation of excellence in teaching, advising, and service but acknowledge the Faculty Agreement between the University and the faculty member may stipulate other specific responsibilities. Promotion candidates will be required to demonstrate excellence when meeting these specific responsibilities. The Faculty Manual charges academic units to provide specific guidelines for faculty to consult while working to achieve excellence and promotion.

This document "Guidelines for Promotion of Non-tenure Track Clinical Education Coordinator Faculty", establishes the standards of excellence candidates must demonstrate to be eligible for promotion. Non-tenure Track Clinical Education Coordinator Faculty with ongoing appointments should use these guidelines when submitting annual reports, critical year reviews, and promotion materials. Supervising administrators and review committees should use these guidelines to assess the candidate's ongoing progress toward fulfilling promotion requirements.

In the case of the Clinical Education Coordinator for the college or a department or program, the assignments and duties related to the function of the coordinator of clinical education is the primary criterion for promotion. Excellence in the execution of these duties is required for promotion. In addition, the Clinical Education Coordinator aspiring for promotion will demonstrate excellence in carrying out all other responsibilities described in his/her contractual agreement, which may include teaching, research/scholarship, or service, and will be evaluated on all of these additional areas. Finally, to be eligible for promotion, the Clinical Education Coordinator must maintain professional licensure.

Promotion to Clinical Associate Professor

Non-tenure Track Clinical Assistant Professors may seek consideration for promotion to Clinical Associate Professor after six continuous years at the rank of Clinical Assistant Professor.

Furthermore, to be eligible for promotion, a candidate must undergo at least one critical year review prior to seeking promotion. This review should occur at least two years prior to the submission of the promotion portfolio. Alternatively, Non-tenure Track faculty may opt to follow the timeline for Tenure Track faculty that requires two critical year reviews, as outlined in the Faculty Manual, prior to being considered for promotion. Candidates are advised to consult the Faculty Manual for additional information regarding the timeline for critical year reviews. ***Candidates who are unsuccessful in achieving promotion to Associate Clinical Education Coordinator may re-submit a promotion portfolio no less than two years following notification from the Office of Academic Affairs.***"

Finally, for clinical faculty in which professional licensure/credentialing is a requirement for clinical practice, maintenance of professional licensure/credentialing is a requirement for promotion.

Coordinator of Clinical Education

The Crean College of Health and Behavioral Sciences' standard of excellence for coordination/clinical education/professional curriculum focuses on the responsibilities of this position. Responsibilities include the establishment, maintenance, and development of clinical education sites and respective clinical educators (preceptors); the placement of students at clinical sites and their oversight and mentorship/advisement while at the clinical site; and oversight, mentorship/advisement, and training of clinical educators (preceptors). Given these responsibilities, the Assistant Clinical Education Coordinator aspiring for promotion to Associate Clinical Education Coordinator will be required to develop a portfolio that shall include the following evidence of excellence:

- Evidence of ongoing activities related to the development of student clinicians;
- Evidence of ongoing activities associated with the development of clinical education faculty (community preceptors);
- Evidence of development of the clinical education program;
- Evidence of ongoing management and coordination of the clinical education program;
- Evidence of leadership and collaboration within the clinical education community;

Evidence for each bullet point may take many forms including instruments, methodologies, and processes developed; quantitative analysis of data collected; outcomes assessment; student, peer, and preceptor feedback; continuing education course development for preceptors.

Additional Area of Excellence: Clinical Education Coordinators seeking promotion to Clinical Associate Professor must also demonstrate excellence in carrying out all other responsibilities described in his/her contractual agreement, which may include teaching, research/scholarship, or service, and will be evaluated on all of these additional areas.

Teaching: The Crean College of Health and Behavioral Sciences' standard of excellence for teaching encompasses both primary and secondary teaching. Primary teaching is formal

instruction provided by teaching regularly scheduled courses and may include team and inter-professional teaching. Secondary teaching is academic advising, advising student organizations, mentoring of graduate and/or undergraduate students in research and scholarship. Non-tenure track faculty will demonstrate excellence in primary and secondary teaching through a teaching portfolio.

A teaching portfolio shall contain:
- Statement of teaching and advising/mentoring philosophy with evidence demonstrating how the philosophy statement informs primary and secondary teaching;
- Explanation of currency of pedagogical practices. This should include evidence of ongoing professional development as a teaching clinician and how this development links to course development and teaching methodologies;
- Evidence of teaching and mentoring effectiveness and reflection on student and peer evaluations and other evaluations that have led to development as a teacher;
- Evidence of ongoing course development and relevance and currency of class materials, including comparisons of course content to published standards within the candidate's professional literature;
- Evidence of pedagogical innovation and currency;
- Evidence of advising/mentoring activities.

Examples of the types of evidence that should be included in the teaching portfolio include but are not limited to:

- Student evaluations of teaching;
- Peer evaluations of teaching;
- Grade distributions;
- Course syllabi and supplemental material;
- Examinations;
- Teaching awards;
- Certificates of training in new pedagogies;
- Number of advisees, participation in special advising/mentoring activities such as advising student organizations.

Service: Crean College of Health and Behavioral Sciences' standards of excellence for service include activities that contribute to student, program, and college success. Expected of all promotion candidates is attendance and participation in University, College, and Program meetings and retreats and major events such as Admitted Students Day, Graduation, and program-sponsored open houses. In addition the promotion candidate must amass a meaningful record of service demonstrated through a service portfolio. A service portfolio should contain:

- Statement of service philosophy with evidence linking the philosophy to service activities;
- Demonstration of substantial role in committee work associated with curriculum development, learning outcomes assessment activities and reports, program review, and accreditation self-studies.
- Evidence of service provided to the College or University including leadership of committees, councils, ad-hoc committees;
- Evidence of active participation in a professional society or organization leading to selection as an officer at the state, regional, national, or international level.
- Evidence of service to the profession in the form of editorship of or member of an editorial board of an academic journal or scientific book series, major role in organizing continuing education and professional development activities; major service to a professional organization committee.

Scholarship/Professional Development: The Crean College of Health and Behavioral Sciences' standard of excellence for scholarships/professional development includes activities that contribute to the scholarship of colleagues and students as well as individual scholarship and professional development. Candidates for promotion must develop a scholarship/professional development portfolio which should include:

- Statement describing scholarship and/or professional development focus;
- Examples of scholarship and professional development which should include:
  - Co-authorship on peer reviewed papers and posters; o Platform presentations at professional meetings;
  - Mentorship of student research leading to peer reviewed papers, posters, presentations at regional and national professional meetings;
  - Acquisition of continuing education credits and certifications which demonstrate continued growth as a professional;
  - Contributions to clinical publications; o Reviews of scholarly publications.

Promotion to Clinical Professor of Clinical Eduation

Non-tenure Track Clinical Associate Clinical Coordinators may seek consideration for promotion to Clinical Professor after six continuous years at the rank of Associate Professor. Finally, for clinical faculty in which professional licensure/credentialing is a requirement for clinical practice, maintenance of professional licensure/credentialing is a requirement for promotion.

Using the same criteria for promotion to Clinical Associate Professor, the candidate will demonstrate continued excellence in each criteria with evidence of continued growth as a Clinical Education Coordinator along with continued growth in the previously identified second area of excellence. Continued growth will be demonstrated by evidence compiled in the appropriate portfolios.

X. Annual Evaluations

Faculty submit an annual report of professional activities using the electronic reporting form provided by the Office of Faculty Affairs. Most tenure track and tenured faculty will report on teaching, research, and service. Most non-tenure track faculty will report on teaching and service. Some faculty will report on areas of responsibility different from teaching, research and service; these areas of responsibility are clearly delineated in the faculty contract. Faculty should reference Tenure and Promotion Guidelines and provide evidence attesting to the quality of reported activities (student evaluation scores and grade distributions for teaching and measures of quality for journals in which publications occurred) when writing the annual report. The report must contain sufficient narrative describing activities for the evaluator to assess teaching, research and service. Finally, if an annual report shows publication as "accepted" or "in press", these same publications cannot be claimed as new publications in a subsequent annual report.

The College faculty have prepared an Annual Merit Evaluation FAQs to assist in the preparation of you annual reports. The College faculty have also developed tips for writing the annual report.

Annual Merit Evaluation Process FAQs

What is the purpose of my annual report?

All full-time Chapman University faculty are subject to an annual performance review (annual evaluation). The purpose of the annual report is to "document the faculty member's record of accomplishments in those areas considered for retention, tenure and promotion, using the criteria established by the academic unit." (CU Faculty Manual Section V. A.1.)

Who evaluates my annual report?

Each faculty member receives a written evaluation by the Unit Chair or Director (if applicable) and by the Dean.

What are the standards by which my annual report is evaluated?

Your annual report is evaluated based on the guidelines set forward in the Chapman University Faculty Manual (hyperlink) and in the Crean College tenure and promotion guidelines (hyperlink). You are strongly encouraged to consult these resources before preparing your report.

How can I help my evaluators understand my contributions?

Taking time to prepare a thoughtful and thorough annual report for your evaluators can help them understand the successes and challenges you may have had in the previous academic year. It may be useful to consider this annual review process as an ongoing conversation between you and your evaluators. For example, if you had an unusually productive year (maybe you placed a publication in the highest ranked journal in your field), provide that context with a brief narrative and supporting documentation of the journal's official rankings. Similarly, if you learned and implemented a new teaching technology in one of your courses, describe the rationale for it and reflect on the outcome of this process. if you had a particular challenge during the past year (perhaps your teaching evaluations in one course were noticeably low), provide an explanation and also a solution for addressing it moving forward. Be sure to address comments and suggestions made in the previous year's report by your Chair or Dean and provide some narrative regarding any relevant progress you have made in the current year's review.

Examples of information to include in each section of your annual report can be found here: (hyperlink).

Can I include a publication that is accepted, but not yet published on my report?

Yes. In press articles and chapters can be included in your annual report. However, if you include an accepted publication or a publication in press, you cannot claim this as new, published scholarship in the next year.

Can you describe manuscripts that have been submitted, manuscripts that have received a revise and resubmit, grant submissions or data collection you have undertaken in the past year? If a publication then emerges in a later year, can you list this publication?

Works in progress may be listed to help evaluators get a sense of the advances you are making on your research. For example, if you believe that you have conducted a study that will be highly impactful in your field, it might be best to submit this to the most impactful journals in your field. This can increase the likelihood of article rejection versus submitting the article to a lower-ranked journal. Describing this process and how you are proceeding with the next resubmission can be helpful to evaluators.

As another example, you may be conducting a very labor-intensive longitudinal study that will not lead to publications in the first two years, but will then generate a series of publications. Describing the status of this project is helpful. You may be involved in multiple projects in different states of fruition (some in development, some in data collection, some in manuscript submission phase, some in revision, and some in press).

Ultimately, peer-reviewed publications or work of similar impact (e.g. funded grants) are the most important for determining merit in the area of research and scholarly activity, but it is helpful for

your evaluator to see the larger picture of where your research agenda is heading and the progress you are making.

Yes, if you described an ongoing project or manuscript under review in one year (e.g., 2018), you can list it again as a publication if it is in press the following year (e.g., 2019) without minimizing the effect of manuscript on determination of your merit. As noted above, you cannot list an in press article one year (2018) and the same article when it is officially published in the journal the year after (2019).

I am expected to engage in some research activities, but I am in a faculty track (e.g. NTT or Clinical) that does not consider "research" for annual merit purposes. Where do I include this information on my annual report so these efforts are recognized in the merit process?

Activities related to mentoring students in research, including poster presentations, are considered secondary teaching and should be discussed in the teaching section of the annual report. If research is published in a peer reviewed journal or other publication, this can go into the service category for providing exposure to the department, college and university.

I do not have research responsibilities as part of my contract, but I have mentored students in research that has been presented at local and national conferences. Where do I include this information on my annual report so these efforts are recognized in the merit process?

Activities related to mentoring students in research are considered secondary teaching and should be discussed in the teaching section of the annual report. If research is published in a peer reviewed journal or other publication, this can go into the service category for providing exposure to the department, college, and university. If donations, such as equipment or funding, are acquired these can also be included in the service category of the report.

I am a tenured/tenure track faculty member who has both teaching and research responsibilities, where do I list my activities related to mentoring students in research?

Activities related to mentoring students in research are considered secondary teaching and should be discussed in the teaching section of the annual report. Note that it some cases, a specific publication or presentation may be listed both in secondary teaching and research. For example, if you have a first-author publication with multiple student co-authors (e.g., Faculty Member, Student, Student, 2018), this should be listed under research and described for its contribution to the research literature. It should also be listed under secondary teaching with a description of how the students were mentored and the skills they gained.

If I had a critical year or promotion review this year, do I have to submit an annual report document? Am I still eligible for merit pay increases in these years?

If you submitted a critical year or promotion file, you do not have to submit an annual report. However, you should upload an updated version of your CV and add any new publications

included in that file to the annual report portal (this is the process by which this information is updated annually on your faculty profile).

Yes. You still are eligible for merit pay increases in those years.

How are merit pay increases distributed?

Merit pay increases are distributed based on your evaluations and the merit pay distribution system described here: (hyperlink).

What happens if I do not submit an annual review?

If you do not submit an annual review, you will not be eligible for a merit increase. This also could affect your ability to have your contract renewed.

Tips for Writing an Annual Report

The following are possible discussion points to include in your annual report. This is not an exhaustive list of examples and they may or may not be applicable to your specific role.

Teaching

Primary Teaching
- State your general role as a faculty member
  - Eg. Assistant Clinical Professor, 12-month contract
  - Include teaching unit requirements for your position within your department
    - Eg. 24 units over 2 semesters or 9 units per semester, etc.
- List the specific courses you taught (course catalog number and name)

For each course include:
- Class enrollment, the global index score
  Lecture vs lab, required vs elective, course level (undergraduate, master's, doctoral)
- Context of your role in the course
  - Eg. primary instructor vs co-instructor, taught only portion of course
  - General overview of course (lecture vs lab, general content covered)
  - State if the course was a new prep
- Briefly discuss any key teaching methods you used that demonstrate an attempt to achieve teaching excellence
  - New pedagogical approaches you may have taken or notable changes to the course from the last time taught
  - Specific activities you developed and used, enhancements to lectures, improving quality of exams/papers/projects used to evaluate student mastery of materials
- Review of course evaluations
  - Provide scores and general comments, highlight any notable themes in the responses

- Note if there are any substantial deviations from previous semesters (positive or negative).
- If there is an issue identified by the students, address it in your narrative, and what changes (if any) you are planning to make based on feedback
- Peer Reviews
  - Discuss feedback you received from another faculty member
- Grade Distributions
  - Were they unusually high or low? Were they consistent with program expectations?
    - To place these in perspective, the average GPA in Crean is generally around 3.10 (around a "B"). Some programs may specify an ideal or typical range for GPAs (e.g., 2.70-3.30, with a GPA generally centered around 3.0 across courses taught).
    - GPA norms may differ for graduate and undergraduate programs so guidance from your department chair is worth seeking. If there are deviations from the department norms or from your typical class GPAs (high or Student low), comment on these.
- Teaching Awards/Recognitions
- Training (related to teaching)
  - Steps taken to improve teaching skills
    - IETL courses, continuing education courses, workshops, special training in software/teaching techniques
  - Discuss how you integrated this training into your teaching
- General contributions to teaching in your field
  - Development of course materials (lab manuals, chapters written, special modules, contributing lectures and syllabi to online databases in your field

Secondary Teaching
Student Mentoring
- State your program requirements
- State the number of students you mentored (E.g., in independent research), number of semesters that you mentored them
- Describe the nature of the work and projects they conducted under your supervision
- Describe the methods you used to enhance their learning and develop the skills relevant to your discipline
- Describe any student presentations or papers you supervised
  - Include your role as a research advisor and what it entailed
- Describe any evidence of the role of the mentoring in enhancing student career prospects, preparedness for graduate school, and/or mastery of the material in your discipline.

Scholarly Activity

- ***Describe your program or accreditation requirements for research/scholarly activity***

- *For Clinical Faculty – Scholarly activity is not a component of how your merit raise is calculated, however it IS included in the Crean Guidelines for Promotion and is **also** included in your annual report. You could comment briefly on your scholarly activity in the scholarly section, but should highlight your accomplishments under secondary teaching or service, as you WILL be evaluated for merit in these categories, and it may help your evaluators assign proper value to your contributions.*

For Presentations
- List the number of new presentations
- State your role in each project (primary investigator, co-investigator, etc.)
  - Contextualize the conference, organization (peer reviewed selection process vs invitation)
  - Include acceptance rates, if applicable
- Works in Progress
  - Describe your works in progress and under review
    - If you report these, you can still report these as presentations when they are accepted, or you can wait until they are presented

For Publications**:**
- Note the type of publication (Eg. peer-reviewed, book, invited chapter, book chapter, encyclopedia entry, technical report)
  - For each publication, very briefly describe the key finding and importance of the study to your research program, to your field in general, to understanding the phenomenon of interest, or other comments on its scientific and social importance. it is important to use language that is easily understood by a non-specialist as the evaluators may not have detailed knowledge of your specific research area.

- Comment on the quality of the publication outlets
  - Include the affiliation of the journal
    - Eg. is it affiliated with a major organization in your field?
  - Journal impact factors and rankings
    - Eg., is it in the top quartile of journals in your field? Is one of the most influential journals in your research area or in your discipline)?
    - If the journal is not generally considered a top journal in your field, it is helpful to explain why you selected that journal.
    - Many journals will list the impact factor and journal ranking within the relevant field on their website. You can also access Web of Science via the Chapman Library website and then click Journal Citation Reports at the top to look up more details on specific journals: https://login.libproxy.chapman.edu/login?qurl=http%3a%2f%2fisiknowledge.com%2fwos
    (Note-this link will ask you to sign in with your chapman credentials)

- Works in Progress
  - Describe your works in progress and under review
    - If you report these, you can still report these as publications when they are in press, or you can wait until they are published
- Academic Presentations
  - Describe and state whether they were invited or not
  - Contextualize the organization or venue
- Funding Proposals
  - Describe if submitted or won
- Describe any challenges you faced that might have affected your ability to produce
  - Eg. you took a new direction or initiated a longitudinal study in which the data will not come to fruition for some time

Service

- *List all committees, your role on each, and describe activities done for each committee*
  - *Provide relevant details for each activity to help the evaluators understand how you contributed in each of the service roles below.*

- Academic Unit Service
  - Eg. Search committees, organizing student events, curriculum development, assessment, policy manual revision, accreditation requirements, compliance with regulatory requirements (safety training)
- University Service
  - Eg. Committee work, task forces, participation in University events, elected office
- Professional Service
  - Eg. Leadership in local/regional/national professional association, professional conference organization and leadership, continuing education development, manuscript reviews
- Community Service
  - Eg. Judging at local science fairs, volunteered at Special Olympics
- Other forms of service that benefit the University/Department
  - Eg. Working with the press office to encourage media coverage of research studies, serving as an expert witness or expert commentator, participation in research initiatives with the local community or national organizations, donations solicited from external sources for funding or equipment
- Describe any challenges you faced that might have affected your ability to carry out service responsibilities

Clinical Competence

For Clinical Faculty: In the annual report there is not a separate section for clinical competence, however it is important to describe how you maintain clinical competency,

to support your position as a clinical faculty member. These activities can be included in the teaching section or service sections of your annual report, depending on the specific activities and how they relate to your duties as a faculty member.

- Describe clinical licensure requirements for your profession (if applicable)
    - List coursework taken in previous year contributing to CEU's or that supports clinical competency
- Describe how you maintain clinical competency in your field - the following are examples of types of activities that might support clinical competency:
    - Direct patient care (in private clinic/hospital, Stroke Boot Camp, group class instruction in community/Chapman, patients seen in classroom setting)
    - Consultation for patient care (from students, colleagues, individuals in community)
    - Specialty certifications
    - Instructor in continuing education course
    - Attendance at conferences, professional events
    - Development of exam questions for licensure exam, specialty certifications
    - Activities required to maintain clinical licensure, specializations
    - Advocacy activities for patient populations and profession
- Describe any challenges you faced that might have affected your ability to maintain clinical competency

Advising

- State your program requirements
- List number of student advisees
- Describe your role as an advisor, types of advising activities performed
- Special circumstances
    - Eg. You had one advisee that experienced academic difficulties and required substantial advising beyond the norm
- Describe any challenges you faced that might have affected your ability to carry out your advising duties

Evaluators will use the appropriate guidelines for tenure, tenure and promotion, and promotion (tenured and non-tenure track) to assess the quality of faculty work. The evaluators will use the following standards to evaluate teaching, research, and service:

5= substantially exceeding expectations for excellence
4= exceeding expectations for excellence
3= meeting expectations for excellence
2= below expectations for excellence
1= substantially below expectations for excellence
0= did not submit a report

XI. Guidelines for Distribution of Faculty Effort to Award Merit

OVERVIEW OF MERIT RAISE STRUCTURE

The proposed approach allocates merit raises in three phases. Faculty receive a merit raise in part based on their current salary (Phase 1), in part based on their performance regardless of their salary (Phase 2), and in part based on the Dean's evaluation of their performance (Phase 3). This system ensures that raises are in part based on salaries faculty have earned, but also ensures that there is enough money available for faculty with lower salaries to have a meaningful boost to their salary if they have high merit. At the end of this document are three examples of how this works mathematically in different populations of faculty.

Explanations and examples of how the merit system works: salary gets added in 3 phases:

To start, the Dean classifies each faculty member as having Exceptional Merit, Very High Merit, High Merit, Average Merit, or No Merit based on their annual reports.

The Dean receives a merit pool from the Provost (e.g., 4%, but recently it has been 1.5%).

To start, the Dean takes 25% out of the pool (e.g., 1%, leaving 3% of pool). This 25% will be used in Phase 3. The 3% will be used in Phase 1 and Phase 2.

Phase 1 – Raise Based on Merit as Percentage of Salary: Everyone with merit receives a percentage of their income.

Phase 2 – Raise Based on Merit Regardless of Salary: Everyone with merit receives additional money.

Phase 3 – Dean Allocates Based on Performance: The dean has funds with which to make additional salary allocations

CLASSIFICATION INTO MERIT LEVEL (No Merit to Exceptional Merit)

5= Substantially exceeding expectations for excellence ("3" in the old system)
4 = Exceeding expectations for excellence (comparable to a "2+" in the old system)
3 = Meeting expectations for excellence ("2" in the old system)
2 = Below expectations for excellence (comparable to a "2-/1+" in the old system)
1 = Substantially below expectations for excellence (1 in the old system)
0 = Did not submit report

Based on your weighted average (see following tables) , you are classified with 0-4 merit points:

4. Exceptional Merit: Weighted average 4.10 to 5.00 (and no 1-2s in any category)
3. Very High Merit: Weighted average 3.60 to 4.09 (and no 1-2s in any category)
2. Average Merit-High: Weighted average 3.00 to 3.59
1. Low Merit: Weighted average 2.5 to 2.99
0. No Merit: Weighted average < 2.5 (or a 1 in any category or a 2 in more than one category or successive 2s in a category across time, such as 2 for service in 2016 and 2017). OR no report submitted.

Examples: PHASE 1: RECEIVING A PERCENTAGE OF THE SALARY (EXAMPLE WITH 4% POOL MINUS 1% TAKEN BY DEAN).

Key take-away: Part of the raise will be based on percentage of salary (higher merit score = greater percentage)

Exceptional Merit (money available in pool) = +3% of salary

Very High Merit (exceptional X .75) = +2.25% of salary

Average-High Merit (exceptional X .5) = +1.5% of salary

Low Merit (exceptional X .25) = +.75% of salary

No Merit (exceptional X 0) = 0% of salary

After allocating raises based on salary using the formula above, we know for a fact that there will be leftover money. Mathematically, the only way that there would be no leftover money is if every single person in the college had "exceptional merit".

Examples: PHASE 2: RECEIVING A SHARE OF THE REMAINING MONEY POOL BASED ON MERIT

Key take-away: Part of the raise will be based money in merit pool (higher merit score = more money from pool)

There is now a pot of leftover money from Phase 1

Everyone receives a category (exceptional merit = 4, very high = 3, average-high = 2, low = 1, no merit = 0).

Take the leftover money pot from Phase 1. Let's say there are 13 total faculty and there is $10,000 leftover.

Add up total number of merit points from across all faculty members to get the total number of merit points

Divide the leftover money pot by the total number of merit points (e.g., 10,000 / 28 = $357 per merit point).

Give people salary increase based on their merit:

Exceptional merit (4 merit points * (money pool / total merit points)) = $1428

High merit (3 merit points * (money pool / total merit points)) = $1071

Average Merit (2 merit points * (money pool / total merit points)) = $714

Low Merit (1 merit point * (money pool / total merit points)) = $357

No Merit (0 merit points) = $0

Examples: PHASE 3: DEAN MAKES ALLOCATIONS

Key take-away: Dean has birds eye view of college and can see where individuals might deserve extra merit pay.

The dean makes allocations based on merit that might not have been captured in the merit ratings, to recognize exceptional merit, etc. Not to be used to address salary inequities.

For example, this might include rewarding someone who: stepped up big time in a service role despite service being a small part of their contract; did something that substantially benefited Crean and/or Chapman; someone who went above and beyond in mentoring student research projects that was not fully captured in the teaching rating; was classified as "high merit" but might have been right on the border of "very high merit" and deserves some extra funding.

25% of pool.

EXAMPLE OF 12 HYPOTHETICAL FACULTY WITH A *4% MERIT POOL WITH BALANCED MERIT* All Salaries in example are hypothetical
(i.e., people are spread out evenly from average merit to extremely high merit)

4% Merit Pool

Total College Salaries = $1,300,000

4% of Total College Salaries = $52,000

Dean receives 25% = $13,000 (25% of 4% = 1%, so 3% of total college salaries is given in Phase 1 and 2 below)

Phase 1 and 2 Funds: $39,000 [75% of the original 4% pool = 3%, with that 3% multiplied by 1.0, .75, .5, or .25 depending on merit]

Amount of Funds used in Phase 1: $24376 of $39,000

Phase 2 Funds: 14624 / 30 = $487 per merit point

Dean then allocates the $13000

Table of hypothetical salaries with merit based on 4% pool

	Salary	Merit Score (0-4)	Percent of Salary Added (Phase 1)	Dollar amount of salary added (Phase1)	Merit score * Money Pool (Phase 2)	Total Merit Before Dean's Allocation in (Phase 3)
Dr. Jekyll	$150,000	4	3.00%	$4500	$1948	$6448
Mr. Hyde	$150,000	3	2.25%	$3375	$1461	$4836
Dr. Strange	$150,000	2	1.50%	$2250	$974	$3224
Dr. Strange Love	$150,000	1	0.75%	$1125	$487	$1612
Dr. Seuss	$100,000	4	3.00%	$3000	$1948	$4948
Mr. Watson	$100,000	3	2.25%	$2250	$1461	$3711
Dr. Moriarty	$100,000	2	1.50%	$1500	$974	$2474
Mr. Holmes	$100,000	1	0.75%	$750	$487	$1237
Dr. Who	$75,000	4	3.00%	$2250	$1948	$4198
Dr. Ruth	$75,000	3	2.25%	$1688	$1461	$3149
Dr. Curie	$75,000	2	1.50%	$1125	$974	$2099
Dr. Phil	$75,000	1	0.75%	$563	$487	$1050
TOTAL		30 Merit Points		$24376	$14610	$38986*

* This is slightly less than $39,000 because of rounding

EXAMPLE OF 12 HYPOTHETICAL FACULTY WITH A 1.5 MERIT POOL WITH BALANCED MERIT All Salaries in example are hypothetical
(i.e., people are spread out evenly from average merit to extremely high merit)

1.5% Merit Pool
Total College Salaries = $1,300,000
1.5% of Total College Salaries = $19,500

Dean receives 25% = $4875 (25% of 1.5% = 0.27%, so 1.13% of total college salaries is given in Phase 1 and 2 below)
Phase 1 and 2 Funds: $14625 [1.13% of the original 1.5% pool, with that 1.13% multiplied by 1.0, .75, .5, or .25 depending on merit]

Amount of Funds used in Phase 1: $9199 of $14,625 leaving $5426 for Phase 2

Phase 2 Funds: $5426 / 30 = $180 per merit point

Dean then allocates the $4875

Table of hypothetical salaries and merit based on 1.5% pool

	Salary	Merit Score (0-4)	Percent of Salary Added (Phase 1)	Dollar amount of salary added (Phase1)	Merit score * Money Pool (Phase 2)	Total Merit Before Dean's Allocation in (Phase 3)
Dr. Jekyll	$150,000	4	1.13%	$1695	$720	$2415
Mr. Hyde	$150,000	3	0.85%	$1275	$540	$1815
Dr. Strange	$150,000	2	0.57%	$855	$360	$1215
Dr. Strange Love	$150,000	1	0.28%	$420	$180	$600
Dr. Seuss	$100,000	4	1.13%	$1130	$720	$1850
Mr. Watson	$100,000	3	0.85%	$850	$540	$1390
Dr. Moriarty	$100,000	2	0.57%	$570	$360	$930
Mr. Holmes	$100,000	1	0.28%	$280	$180	$460
Dr. Who	$75,000	4	1.13%	$848	$720	$1568
Dr. Ruth	$75,000	3	0.85%	$638	$540	$1178
Dr. Curie	$75,000	2	0.57%	$428	$360	$788
Dr. Phil	$75,000	1	0.28%	$210	$180	$390
TOTAL		30 Merit Points		$9199	$5400*	$14,599**

* This is slightly less than $5426 because of rounding

** This is slightly less than $14,625 because of rounding

Weighted Scoring for Tenure Track Assistant Professors, Non-Tenure Track Clinical and Instructional Assistant Professors, and Non-Tenure Track Instructors

Rank	Teaching Load	Teaching Weight	Research Weight	Service Weight
All Ranks	5/5 or 30 credits	100%	0%	0%
NTT Asst. Prof.	4/4 or up to 24 credits	80%	0%	20%
Assistant Prof	3/3 (18 to 19 credits)	40%	50%	10%
Assistant Prof	3/2 (15 to 17 credits)	35%	55%	10%
Assistant Prof	2/2 (12 to 14 credits)	30%	60%	10%
Assistant Prof	2/1 (9 to 11 credits)	25%	65%	10%

Weighted Scoring for Tenure Track/Tenured Associate Professors and Non-Tenure Track Clinical and Instructional Associate Professors

Rank	Teaching Load	Teaching Weight	Research Weight	Service Weight
NTT Assoc. Prof	4/4 or up to 24 credits	80%	0%	20%
Associate Prof	3/3 (18 to 19 credits)	40%	45%	15%
Associate Prof	3/2 (15 to 17 credits)	35%	50%	15%
Associate Prof	2/2 (12 to 14 credits)	30%	55%	15%
Associate Prof	2/1 (9 to 11 credits)	25%	60%	15%

Weighted Scoring for Tenured Professors and Non-Tenure Track Clinical and Instructional Professors

Rank	Teaching Load	Teaching Weight	Research Weight	Service Weight
NTT Professor	4/4 or up to 24 credits	80%	0%	20%
Professor	3/3 (18 to 19 credits)	40%	40%	20%
Professor	3/2 (15 to 17 credits)	35%	55%	20%

Professor	2/2 (12 to 14 credits)	30%	50%	20%
Professor	2/1 (9 to 11 credits)	25%	55%	20%
Professor	1/1 (6 to 8 credits)	20%	60%	20%

Weighted Scoring for Non-Tenure Track Clinical Coordinators

Rank	Teaching Weight	Clinical Coordination Weight	Service Weight	
NTT Assistant	10%	80%	10%	
NTT Associate	15%	65%	20%	
NTT Professor	15%	60%	25%	

Weighted Scoring for Department Chairs and Program Directors

Rank	Teaching Load (credits or unit equivalents)	Teaching Weight	Research Weight	Service Weight	Chair Responsibilities Weight
All Ranks	3/3 (18 to 19 credits)	30%	25%	10%	35%
	2/2 (12 to 14 credits)	20%	35%	10%	35%
	2/1 or 1/1 (6 to 11 credits)	10%	45%	10%	35%

XI.   Curriculum Committees

The Crean College curriculum committee reviews and recommends:

    a. Proposals for new programs, majors, emphases, minors, and certificates:
    b. Revisions of existing programs;
    c. Proposals to close programs.

The Crean College curriculum committee members are the college's department chairs and program directors or nominate. The committee elects a chair who serves a two year term. The curriculum committee provides the name of the Crean College Curriculum Committee chair to the graduate and undergraduate academic councils and the dean. The chair calls meetings, disseminates proposals, conducts votes, and communicates actions of the committee to the appropriate academic council and the dean.

XII Faculty Search Process

The faculty search process is governed by the Faculty Manual. Prior to the formation of a search committee, the department, program, or disciplinary group who will undertake a search should reference those sections of the Faculty Manual pertaining to faculty searches.

Annually, the Provost's Office provides search committees with updated search protocols to which the committees must adhere. The protocols and all materials relevant to faculty searches are found on the Crean College of Health and Behavioral Sciences portal listed under shared documents.

XIII.   Policy on Crean College Rinker Campus Space Priority

The Rinker campus classrooms, conference rooms, laboratories, clinics, research and student areas, offices and carrels are Chapman University facilities. The University allocates specific spaces to Crean College for use by its programs, students, faculty and staff.

Shared Spaces:

1. Student areas in 9401 and 9501 Jeronimo are deemed shared spaces for all Crean College programs at Rinker and School of Pharmacy.
2. Conference rooms in 9401 Jeronimo are shared by Crean College and the School of Pharmacy. Conference rooms are reserved on an as-need basis using 25-Live.
3. Classrooms in 9501 Jeronimo are shared by Crean College and the School of Pharmacy. The Provost's Office allocates classrooms to Crean College and the School of Pharmacy each trimester based on programmatic needs and standard class periods. Crean College Dean's Office distributes its classroom allocations to each Crean program at Rinker to maximize efficient and effective delivery of curriculum to students. The Dean's Office consults with programs to ensure classroom distributions meet accreditation requirements and technology needs embedded in curriculum and match standard class periods and predicted class size with classroom/laboratory seating capacity.

Offices and Carrels:

4. Faculty, staff, graduate and post-doctoral student offices and carrels are Crean College resources. The Dean's Office allocates offices and carrels to chairs/program directors based on number of faculty and staff, type of faculty and staff appointments, and graduate/post-doctoral research student. Distribution is reviewed annually and may

change yearly to meet the needs of all programs and available office and carrel space. Allocation principles include:

    a. Full-time faculty have first preference for single-occupant offices.

    b. Full-time faculty on one-year contracts will share offices if supply of single-occupant offices is insufficient to meet the demand for full-time tenure-track, tenured, and non-tenure track faculty on multi-year contracts.

    c. Part-time faculty will share a multi-user office until office demand outstrips supply. Then, part-time faculty will share a multi-use carrel.

    d. Administrative staff are not guaranteed single-user offices. Most staff will be assigned carrel space.

        i. Chairs/program directors will develop a priority list for assigning single-occupant staff offices.

        ii. Usually staff dealing with sensitive documents will have first preference for single-occupant offices.

        iii. Chairs/program directors should expect only one single-use staff office per program unless the chair/program director is willing to reallocate a faculty office to a staff office. This decision will need to be communicated to the Dean's Office.

    e. Visiting faculty, post-doctoral fellows, and graduate students will be assigned carrel space, if available, using the following priority, visiting faculty, post-doctoral fellows, graduate student researchers. Graduate students employed by departments may be assigned a shared carrel if available.

Program Specific Spaces

Crean College has identified program-specific lab, teaching, clinic, and research spaces at the Rinker Health Science campus. These are assigned to programs and are reported to accrediting agencies as program spaces. These spaces have been designed to meet program needs and usually include specialized furniture, equipment and instrumentation.

1. Some program-designated spaces meet the needs of other Crean programs at the Rinker campus and should be considered as available for multiple program use. It is expected that chairs/program directors embrace the culture of sharing resources.

    a. Program specific spaces are managed by the department chair/program director.

    b. Once programming needs of program-designated spaces are met, the Dean's Office expects program leaders to work together collegially to make their program specific spaces available to other Crean programs, including scheduled class time, tutorials, open access to students. Furthermore, the Dean's Office expects program leaders to develop budgets for any expendables used and equipment/instrumentation needing repair and/or replacement. The ability to share a resource is contingent upon responsible, appropriate use. All faculty, students and staff are expected to be good stewards of resources.

c. The culture of shared use of limited, precious resources is modeled by program leaders.

d. The Dean's Office assumes Crean College's Rinker campus leadership will work collegially to address multi-program use of facilities. The Dean's Office will become involved if disagreements cannot be resolved.

Multi-Use Crean College Spaces

The human anatomy lab is a resource shared by all Crean College programs at the Rinker campus, thus, is a Dean's Office space. The anatomy lab specialist, who is responsible for all health and safety regulatory and compliance issues and the willed body program, reports to the Dean. The anatomy lab director, who is responsible for shared program use, inter-professional educational efforts, faculty/student/staff conduct and responsibilities, communications with program faculty and leaders, reports to the Dean.

1. Program chairs/directors share facility use and ongoing costs associated with the lab.
2. Equipment, instrumentation, supplies, safety equipment are university resources to be shared by all Crean College programs housed at the Rinker campus.
3. Program chairs/directors work collegially with and support the anatomy lab specialist and anatomy lab director as they execute their responsibilities.
4. Program chairs/directors work together to develop the schedule for instructional classes to be taught in the anatomy lab so that curricular needs of programs are met.
   a. The anatomy lab is not open to other students when instructional classes and examinations as part of classes are scheduled.
   b. The anatomy lab is open to other students when faculty are giving tutorials, holding review sessions, conducting research, or other activities that are not associated with a scheduled instructional class.
5. Program chairs/directors will enforce safety training and conduct policies required to maintain a safe and respectful environment in the anatomy lab.
6. Program chair/directors will ensure a culture of sharing among their faculty and staff.

Academic Year 2017-2018 Program-designated spaces

Doctor of Physical Therapy
9501 Jeronimo: 124, 136, 137, 140, 141, 144, 145, 146, 147, 148, 150, 151, 152, 153, 154, 155, 156, 156a, 157, 157a,

Master of Science Physician Assistant Studies
9501 Jeronimo: 103, 105, 106, 108, 127, 129, 130, 131, 132, 133, 134, 136

Master of Science Communication Sciences and Disorders

9401 Jeronimo: 290, 290A, 290J, 290K, 290L, 290M, 290P, 291, 292, 293, 294, 295

XIV. Student Travel

The college supports a limited number of undergraduate and graduate student travel requests each year.

Graduate Student Travel: Travel funds for graduate student travel are managed by the Crean College Associate Dean of Graduate Program. Funding is limited and distributed on a first-come, first-served basis. The award process is disseminated early fall to graduate department chairs and program directors who are expected to transmit the funding process to eligible students.

Undergraduate Student Travel: The college limits its support to the student who is the first author of an accepted work and who is the primary presenter. Thus, if multiple student authors are listed, the college will only support the student first author. If a faculty member is listed as the first author, other student authors will not be supported. Students listed as supporting authors should submit requests for travel support to the Dean of Students and to the Office of Undergraduate Research.

Faculty with students eligible for travel support from the college should provide the students with the student request for travel funds found on the Crean College of Health and Behavioral Sciences portal under shared documents.

https://mywindow.chapman.edu/teams/CHBS/Shared%20Documents/Forms/AllItems.aspx?Root Folder=%2fteams%2fCHBS%2fShared%20Documents%2fTravel%20Request&FolderCTID=& View=%7bC4C27581%2dB09F%2d42F5%2d8D21%2d78B0FF3BA750%7d

XV. Faculty Travel

The College's travel budget is primarily reserved for undergraduate faculty whose research presentations at national and international meetings enhance the visibility of faculty research programs and the visibility and prestige of the college and university. The travel budget also supports full-time instructional faculty to attend teaching and learning workshops focused on innovations in teaching and learning. Travel funds for faculty assigned to graduate programs are embedded in each graduate program budget. Request for travel should be submitted to the appropriate graduate program chair/program director.

Funding from the dean's office is limited. Funding priority will go to tenure track faculty, tenured faculty on a clearly delineated path to full-professor, faculty with high impact research programs, and faculty with a demonstrated commitment to transforming teaching and learning at the undergraduate level. Faculty are urged to submit requests for travel support no later than November 1. Requests may be submitted prior to the acceptance of a poster or paper or participation in a workshop devoted to pedagogy. This insures that sufficient funds are earmarked. If the poster, paper or workshop application is not accepted, the faculty member must notify the dean's office immediately so that earmarked funds will be released back to the general pool of available travel funds.

The Request for Faculty Travel form is found on the Crean Portal under the shared documents section.
https://mywindow.chapman.edu/teams/CHBS/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fteams%2fCHBS%2fShared%20Documents%2fTravel%20Request&FolderCTID=&View=%7bC4C27581%2dB09F%2d42F5%2d8D21%2d78B0FF3BA750%7d

XVI. Student Workers

The Crean College budget has limited funds available to hire students who will support undergraduate faculty in their research, scholarship, and teaching. When requesting student worker hours, please specify how the student will support you in your research and/or teaching. Please use the student worker form https://mywindow.chapman.edu/teams/CHBS/Faculty%20Documents/Forms/AllItems.aspx found on the Crean portal.

Priorities for funding:
   a. Tenure-track faculty: Must specify how the student will support the research agenda.
   b. Tenured faculty: Must specify how the student will support the research agenda.
   c. All Full-time faculty: Must specify how the student will support innovative teaching.

Graduate programs budgets have student worker funds. Faculty associated with these programs should request student worker assistance from the appropriate chair or program director.

XVI Research Participant Compensation

Research Participant compensation must be recorded on a compensation log (template and example found on the Crean portal, shared documents, research participation guidelines).

Accurate completion of the log is required prior to submission to Financial Services to reconcile cash advances and/or gift card reimbursement. Note: all cash advances must be linked to a Travel Authorization. Gift cards can only be purchased by a faculty member or PI overseeing a research project.

XVII Crean College External Grant Submission Guidelines

Please adhere to the following Crean College guidelines when submitting a proposal to an external funding source through Chapman University.
Once you have identified a funder, carefully read the program requirements and guidelines to ensure the following:

1. You meet the University criteria for PI eligibility & funder eligibility requirements;
2. Your proposal would be eligible for funding;
3. You have the time and expertise to write a competitive proposal;
4. You have a track record of peer reviewed research in high quality journals in the area of proposed research;
5. You have access to the physical infrastructure required to complete your proposed work.

 Once you have decided to seek external funding, review all pertinent information, including Policies and Guidance and Frequently Asked Questions found on the Office of Research website:
https://www.chapman.edu/research/index.aspx