



# **Full-Time Faculty Handbook 2018 – 2019**

**Office of the Provost  
Chapman University**



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# HANDBOOK PURPOSE, USEFUL TOOLS AND POLICY ON ABSENCES

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## 1. Audience and Terminology

This handbook is for full-time faculty employed by Chapman University. In this document “faculty”, “instructors” or “faculty members” refer to this such faculty.

This handbook refers to “chairs” throughout. In actuality the faculty member’s supervisor, i.e., the “chair”, may be a program director, department chair, an assistant dean, an associate dean or even a dean. For simplicity, the document simply refers to these personnel as “chairs”.

All units (departments, schools, colleges) have administrative personnel to assist with many aspects of delivering the curriculum. These administrators are highly skilled and, most often, very helpful colleagues. Certainly, they are knowledgeable and experienced with respect to how to get things done at Chapman University. Here these colleagues are simply “department administrators”.

## 2. Information Systems supporting Instruction

Faculty, especially new faculty at Chapman University, will find the following systems and links immediately useful:

- a. [my.chapman.edu](http://my.chapman.edu)
- b. [Blackboard Learning Management System \(blackboard.chapman.edu\)](http://blackboard.chapman.edu)
- c. [Obtaining and changing your Chapman University password](#)

my.Chapman.edu is a web-based front-end for accessing Chapman’s registration and student records system. Faculty will find the “Faculty Center” inside the “Faculty Self Service” link most useful. Faculty members use this system to obtain official class rosters, check waitlists and assign grades and more. Training for the Faculty Center on my.Chapman.edu is [here](#).

The Blackboard Learning Management System (LMS), a commonly used tool across academia to support teaching and learning, is Chapman University’s technology for learning management. Blackboard LMS is web based. Faculty can upload course documents and other materials, link to outside content, create quizzes and exams, store grades and more for their classes. Students have access to all materials and all courses via Blackboard. Blackboard training and support materials are [here](#).

Information for activating, changing or recovering a password is on the [Password Management page](#) on Chapman’s website.

## 3. Faculty Absence

In the case of faculty absence, please notify the chair or department assistant immediately. Reschedule all missed session(s) to ensure the student contact hours for the class is sufficient to meet the requirement.

# INSTITUTIONAL POLICIES

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## 1. Professionalism

Chapman University expects faculty members to conduct themselves with a high level of professionalism in the classroom, in all interactions with students and with other members of the Chapman community. This includes:

- Being well prepared for each and every class session
- Holding all classes as scheduled and not cancelling class sessions
- Starting and ending class at the designated times
- Holding office hours as required
- Responding to students' phone calls, email messages etc., in a timely manner
- Evaluating and returning assignments, quizzes, exams etc., within a week
- Dressing appropriately

When cancellation of a class is unavoidable due to illness or an emergency, faculty are required to inform the chair of the cancellation as soon as possible. Faculty must schedule a make-up class or other appropriate activity for any cancelled class.

## 2. Faculty-Student Relationship

### **Commitment to Working with Students**

Chapman University expects faculty to commit to working with students. Faculty are encouraged to be available for students for academic counseling and to develop a sense of mutuality in the learning process.

### **Role Models and Mentors**

Doctors, therapists, ministers, other public figures and teachers serve as role models for their constituents as they interact closely in a helping relationship, and/or, because of admiration for their skill and expertise. Students consider university faculty as role models or mentors, because they look to them for instruction, guidance and direction. The greater the level of interaction with students in the classroom, the more likely it is that the students are to regard the faculty member as a mentor.

Chapman's mission is "to provide personalized education of distinction that leads to inquiring, ethical and productive lives as global citizens." At the heart of this aspiration is the self-conscious concern of faculty for the well-being of our students.

### **Students' Freedom of Expression and Inquiry Policy**

The professor in the classroom and in conference should, consistent with the nature of the course, encourage free discussion, inquiry and expression. Opinions or perspectives unrelated to the academic standards of the course should not affect student evaluation of performance. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. Students have protection through orderly procedures against prejudiced or capricious academic evaluation.

### **Teaching of Values**

Throughout its history, Chapman has always incorporated a commitment to a value-centered education as part of its mission. Chapman's underlying philosophy encourages faculty members to discuss the values inherent in their discipline in each course taught.

### **3. Family Educational Rights and Privacy Act (FERPA)**

Chapman University is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA), federal legislation established to regulate access and maintenance of student educational records.

FERPA affords students certain rights with respect to their education records, including the right to inspect their educational records, request an amendments of the records the student believes are inaccurate and to control disclosures of their records except to the extent that FERPA authorizes disclosure without consent. It is important to note that all rights to access educational records move to the student when that student is in a post-secondary education institution. Chapman University follows the policy that parents, spouses and significant others have no inherent right to access student educational records even if the student is under 18 years of age. The student may sign a release form at the Office of the University Registrar allowing a particular individual to access their records. Chapman's implementation of FERPA is on the [Institutional Policies page](#) on Chapman's website.

Educational records include, with certain exceptions, all records maintained in any medium that can identify the student. The purpose of FERPA is to protect the confidentiality of students' educational records. Therefore, Chapman prohibits posting of grades, papers and other assignments. If student performance critiques are integral to the course, the faculty member must specify this information in the course syllabus.

The full description of the Family Educational Rights and Privacy Act is on the [U.S. Department of Education website](#).

Chapman University requires that all faculty undergo FERPA training. New faculty members will receive an email with details of how to complete the FERPA training.

### **4. Harassment, Discrimination and Sexual Harassment Policy**

Chapman University is committed to creating and maintaining a community where all individuals who participate in University programs and activities can achieve their academic and professional aspirations free from harassment and discrimination, including sexual harassment.

In furtherance of the University's commitment in maintaining an environment that encourages an educational and work environment free from all forms of prohibited discrimination and harassment, the University's administration, faculty, staff, and

students are each responsible for creating and maintaining an environment conducive to work, study, and learning and for cooperating with University Officials who investigate allegations of policy violations. Harassment and discrimination, in any form prohibited by this policy, impedes the realization of the University's mission to provide an education of distinction in a dignified and respectful learning environment.

When the University becomes aware that a member of the University community may have been subjected to discrimination and/or harassment based upon their protected class, the University will take prompt action reasonably intended to stop any form of harassment, discrimination, and/or related retaliation, eliminate any hostile environment, prevent its recurrence and as appropriate, remedy its effects.

The full description of the Harassment and Discrimination Policy is on the Institutional Policies page on Chapman's website.

Chapman University requires that all faculty undergo training for harassment and discrimination every two years. New faculty members will receive an email with details of how to complete the training. Faculty who have completed California mandated training in the last two years can present the certificate of completion to the Department of Human Resources at [hroffice@chapman.edu](mailto:hroffice@chapman.edu).

## **5. Alcohol and Substance Abuse Policy**

The Drug-Free Schools and Communities Act Amendments of 1989 require that institutions of higher education certify that they have adopted and implemented a drug and alcohol prevention program as a condition of receiving funding under any federal program. The Secretary of Education has, as required by the Amendments, issued regulations to enforce the law. This policy is in Section 2.11.8 of the [Staff and Administrative Handbook](#).

Chapman University requires that all faculty undergo substance abuse training. New faculty will receive an email with details of how to complete the training.

## **6. Protecting Minors**

The University is committed to promoting the safety and well-being of students and others who visit our campus. The purpose of this policy is to describe requirements placed on administrators, faculty, staff, students, volunteers and others working with minors to promote their protection, to fulfill our obligations as mandated by law, and to provide the best possible experience for any child visiting our campuses or in University-related programs. Information on protecting minors is on the [Institutional Policies page](#) on Chapman's website.

## **7. Mandated Reporters and Required Reporting of Abuse and Neglect**

California law designates certain positions at Chapman University to be "mandated reporters" who have an individual duty to report known or suspected neglect or abuse of children, elderly, or dependent adults. Any employees whose duties fall within the

scope of positions identified by law to be mandated reporters must understand what they are required to report, as well as where and how to make a report.

All Chapman University employees or volunteers, regardless of “mandated reporters” status, are required to report any known or suspected abuse or neglect relating to children/minors. Report all incidents immediately to the Chapman University Department of Public Safety at (714) 997-6763 and/or the Orange Police Department at (714) 744-7444. In addition, a second report will be made to the Child Abuse Reporting Hotline at (714) 940-1000 or (800) 207-4464. These reports can be made 24 hours per day. Please do not hesitate to call the Department of Public Safety if assistance is required. The full description of the Mandated Reporters Policies is on the [Institutional Policies page](#) on Chapman’s website.

## **8. Reporting Misconduct**

Chapman University requires faculty, staff, students, volunteers, and other affiliated with the University to report promptly any suspicion of wrongdoing to the proper authorities for investigation.

It is not the responsibility of the reporter to evaluate or determine whether the situation actually constitutes wrongdoing, but it is the responsibility of all members of the community to report concerns. It is important that all members of the community understand that each member is responsible for upholding the ethical standards and values of the institution. The full description for reporting misconduct and the proper authorities for addressing various issues is on the [Institutional Policies page](#) on Chapman’s website.

## **9. Religious Accommodation**

Chapman University is affiliated with the Christian Church (Disciples of Christ) and more recently with the United Church of Christ. Chapman’s covenants with these denominations stress the importance of the intentional integration of spirituality and reason into students’ lives and into the life of the University. As such, Chapman University does not establish one religion for all to follow. Instead, Chapman University highly values the unique spiritual life of each person within the community and incorporates spirituality as one of its four pillars of education, as promoted through the work and presence of the [Fish Interfaith Center](#).

The academic calendar at Chapman University is set up to avoid conflicts with observed holidays, including Independence Day, Memorial Day, Thanksgiving, New Year’s Day and Christmas. As the diversity of religions represented on this campus increases, Chapman University seeks to uphold what we believe is an important part of each person’s life, that members of our community may practice freedom of religion. Chapman’s commitment is to create an academic community that is respectful of and welcoming to persons of differing backgrounds. Consistent with this, our community believes that members of the University community should be allowed, within reason,

to fulfill their obligations to the University without jeopardizing the fulfillment of their sincerely held religious obligations.

Faculty should provide course syllabi at the beginning of each term that specifies dates of exams and due dates of assignments. It is the responsibility of the student to review syllabi schedules, along with final examination schedules (within the first three weeks of the semester/trimester), and to consult the instructor promptly regarding any possible conflicts with major religious holidays when those holidays are scheduled in advance and they constitute the fulfillment of their sincerely held religious beliefs. Upon the timely request of one or more students, instructors should accommodate the student(s) using reasonable means, such as rescheduling exams and assignment deadlines that fall on major religious observances and holidays.

Class absences should not result in penalties because of major religious holidays. Students should notify the instructor of conflicts due to religious holidays well in advance of any anticipated absence, assuming the specific date is known ahead of time. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday.

Faculty may also reschedule class meetings or make other arrangements for a class session, if the scheduled session conflicts with their observance of a major religious holiday. Instructors should provide appropriate advance notice to both students and the department chairperson or dean. Faculty may discuss with department chairs when scheduling courses, and may consider teaching at another time if the regular schedule conflicts with the faculty member observing their own religious holidays.

Direct questions regarding major religious holidays and the sincere practice of religious observances to the dean of the [Wallace All Faiths Chapel](#). A calendar with major religious holidays is on the Fish Interfaith Center [website](#). It is expected and desired that accommodations based upon religion be addressed through informal discussions among students, faculty, and administrators when necessary. Chapman University's Harassment and Discrimination Policy reflects our commitment to providing an environment free of any form of harassment and discrimination, including that based upon religion. Reasonable accommodation is recommended so that our administration, faculty and students may practice sincerely held religious beliefs by observing major religious holidays.

## **10. Records Retention and Destruction Policy**

The purpose of this policy is to create a standard for Chapman University personnel with respect to the retention of documents and records created or maintained in the course of institutional business. It also seeks to ensure that when records are no longer needed or of no value, they are destroyed on a timely basis.

Business, tax, reporting, and legal considerations require the orderly retention of the University's records. For this purpose, the University has in place retention and

destruction policies that apply to electronic as well as paper records. Each University department maintains copies of its respective policies. All employees must comply with the policy in effect for their department. The full description of the Record Retention and Destruction Policy is on the [Institutional Policies page](#) on Chapman's website.

With respect to teaching classes, this policy outlines that faculty should retain records associated with classes (e.g., grades and papers, exams, projects not returned to the student, etc.) for the required minimum amount of time, which is two years at Chapman University. In addition, any documentation that is sensitive or can personally identify students should be stored and disposed of properly when the time comes.

### **11. Fiscal Policies**

Faculty should consult with the chair as to questions regarding any additional expenditures for their courses (e.g., for field trips or other activities). Valid expenditures are within the budgetary guidelines and are reasonable and necessary to conduct the business of a Chapman University. The full description of these policies is on the [Institutional Policies page](#) on Chapman's website.

### **12. Computer and Network Acceptable Use Policy**

The University computing and network systems and services (Chapman Information Resources) are a University-owned resource and a business tool. Authorized persons may use these tools for educational purposes and the legitimate business of the University. The full description of the Computer and Network Acceptable Use Policy is on the [Institutional Policies page](#) on Chapman's website.

### **13. Password**

Chapman University will never ask for any password including your own. Do not share your password with others. Do not respond to emails requesting personal information as any request of this sort is very likely to be fraudulent. Information for activating or changing a password is on the [Password Management page](#) on Chapman's website.

### **14. Copyrighted Works Policy**

This Copyright Policy governs the ownership and control of intellectual property rights in copyrightable works at Chapman University. All faculty, academic staff, as well as non-employees who participate in teaching and/or research or scholarship projects at the University are bound by this policy. They are also required to sign the Chapman University Patent and Copyright Agreement found on the institutional policies webpage.

This policy applies, and those subject to this policy are deemed to assign their rights, to copyrightable works as required under this policy whether or not a Chapman University Patent and Copyright Agreement is signed and is on file. The full description of the Copyrighted Works Policy is on the [Institutional Policies webpage](#).

## **15. Inventions and Patents Policy**

This policy governs the ownership and control of intellectual property rights in potentially patentable and patented inventions, including patentable software, at Chapman University. A primary purpose of this policy is to provide incentive for faculty and staff to apply their skills, knowledge and creative talent to research and to protect the University's investment in that research.

All faculty, staff, student employees, as well as non-employees who participate in teaching and/or research or scholarship projects at the University, are bound by this policy. They are also required to sign the Chapman University Patent and Copyright Agreement found on the institutional policies webpage.

This policy applies, and those subject to this policy are deemed to assign their rights to inventions as required under this policy, whether or not a Chapman University Patent and Copyright Agreement is signed and is on file. The full description of the Inventions and Patents Policy is on the [Institutional Policies webpage](#).

## **16. Parking and Transportation Services**

Parking and Transportation Services is responsible for the implementation of the University parking policy set forth by the parking committee. Parking Services coordinates and regulates the administration of this policy with respect to vehicle registration and parking enforcement in an effort to provide safe parking for all members of the campus community and their guests.

Chapman University has a mandatory parking permit policy for all University constituents. Additional information on parking fees, policies and maps of parking lots is [here](#).

# ACADEMIC AND CLASSROOM POLICIES

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## 1. Faculty Load

All full-time faculty on 9 or 10-month contracts are expected to fulfill 24 (faculty-load) credits worth of work during the academic year. The teaching load consists of some or all of the 24 credits. The faculty member's contract determines the teaching load.

Most units separate the teaching load into fall semester and spring terms or into fall, spring and summer teaching loads. The non-teaching remainder of a faculty member's 24 credits is assigned to research, service or administrative activities.

Faculty outside of the year-round health sciences programs may satisfy their teaching load during fall, interterm or spring, but not summer. Faculty in year-round programs may include summer. If a faculty member fails to fulfill the teaching load in the fall term, then they make up the shortage in interterm or spring terms. If a faculty member fails to fulfill the teaching load in the spring term, then it is completed the following year. In almost all cases faculty should complete their entire assigned annual teaching load each year. Additional information on workload expectations are in the Faculty Manual.

### **Interterm**

Full-time faculty are limited to a maximum of four credits of teaching in interterm. Therefore, faculty may not teach two 3-credit courses in Interterm. However, if a faculty member is teaching a 3-credit class with a large number of students then the faculty member receives compensation based on the large class size guidelines.

### **Summer**

Compensation for summer teaching follows the overload rate unless the faculty member is on a 12-month contract.

### **Overload**

A full-time faculty member who teaches more than the assigned teaching load in a particular term will be paid overload for the extra credits. The Office of the Provost manages the overload rate per credit.

On occasion, a chair may ask a faculty member to teach an additional course in the fall term due to urgent schedule exigencies. In that case, the faculty member may choose monetary compensation for the overload or take a reduced teaching load in the following term. Faculty are limited to a maximum of four credits in overload per term. The dean may deny overload to faculty the overload course will prevent the faculty member from achieving their goals for the term particularly with respect to scholarship and creative activities.

## **Banking Courses/Credit**

A faculty member may choose to teach an extra course in one term and “bank” it so that the teaching load is one course less in a following term. Both the chair and the dean approve faculty requests to bank a course and the associated credit. The dean’s office is responsible for tracking banked credit for all faculty in the unit. If the faculty member does not report to a Dean in a School or College, then the Provost must approve these requests. Some academic units may not allow course and credit banking. Check with the individual unit.

The following policies and guidelines govern course banking:

1. Teaching the extra course must precede having a reduced load.
2. The extra course may be taught during interterm, but not during summer. This is true unless summer classes are a requirement for student completion or the faculty member is on a 12-month contract.
3. A faculty member may not end up with zero teaching load in any term without explicit approval of the chair and dean or the provost if the faculty member does not report to a dean.
4. Normally, faculty should teach the extra course in fall and teach the lighter load in spring.
5. Faculty should redeem banked courses/credit within the next two academic years.

## **2. Academic Integrity Policy**

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the University Academic Integrity Committee, which may impose additional sanctions including expulsion. The full description of the Academic Integrity Policy is on the [Academic Integrity page](#) on Chapman’s website.

## **3. Course Material and Fee Policies**

### **Course Materials**

An amendment to the Higher Education Opportunity Act (HEOA) requires textbook information be made available to students with the schedule of classes, which is built months in advance of the beginning of the term.

Chapman University uses the Follett Discover as a database for disseminating information regarding course materials for all classes. Access Follett Discover via [Blackboard](#). The Follett Discover application appears as an icon on the my.chapman.edu page in Blackboard. Launch Follett Discover and enter the materials for your courses. Please choose course materials as early as possible and provide this information to the associated academic department by stated deadlines. If no materials are required, this must be indicated in Follett Discover as well.

Some departments/schools will add course material information to Follett Discover on behalf of the faculty member. In others, the department asks that faculty members do it themselves. Department administrators provide local support for Follett Discover. Training and support for Follett Discover is [here](#).

The cost and availability of course materials can have an adverse effect on the ability of students to enroll and/or be successful in a particular course. Additional information for reducing the costs of course materials is [here](#).

### **Course Fees and Material Costs**

In some cases faculty require students enrolled in their course to pay a fee. The fee could be used to purchase various items including costumes, software, supplies, tickets for an event, readings packet, etc. Chapman University's policies on fees are:

- Approved course fees must be listed in the catalog in the course description. Faculty members may not change a course fee without approval. The Office of the Provost and the Office of the Executive Vice-President and Chief Operating Officer approves all course fees.
- All course materials should be listed in the schedule of classes via Follett Discover.
- All required course materials should be listed in the course syllabus.
- Faculty should announce all required purchases for the course during the first meeting of the term.
- Faculty must not collect any money directly from students.

## **4. Course Registration, Student Adds and Student Drops**

### **Class Roster**

The official class roster is in the link Faculty Self Service → Faculty Center of [my.Chapman.edu](http://my.Chapman.edu). Check the roster for accuracy against the students actually in attendance in the classroom. Do this at least twice at the beginning of the term and at various points during the term to ensure course roster accuracy. Instructors should not evaluate students who are not on the roster at all.

### **Closed Classes**

The Office of the University Registrar will not register any student when the class limit (class capacity) is reached, unless the student secures the faculty member's signature. The instructor's signature signals to the Office of the University Registrar that going over the class limit set by the chair or associate dean is acceptable. See also the section below on Classroom Capacity

### **Waiving Prerequisites**

Please **do not** sign any student's registration forms in the area that waives course prerequisites. Send students who do not have the necessary course prerequisites to see the department chair or an academic advisor. As a rule, prerequisites are not to be waived. The chair is the **only** individual authorized to make these waivers.

### **Administrative Drop**

Faculty have the authority to “administratively” remove (drop) students from the roster of their classes if they do not attend the first class meeting without making arrangements with the faculty member prior to the first day of class. Faculty are encouraged to do so particularly in the case of closed classes since this will allow other students to enroll in those classes. A student can be dropped from a class in the course roster in [my.Chapman.edu](http://my.Chapman.edu) or the faculty member can email a list of students to be dropped to the Registrar ([registrar@chapman.edu](mailto:registrar@chapman.edu)).

### **Classroom Capacity**

Do not add students to a class beyond the capacity of the classroom. Doing so violates the maximum capacity of a classroom as established by the fire marshal. If an faculty member signs student forms beyond the capacity of the classroom, the registration system will not allow the University Registrar to add the students to the roster. This is an additional reason to manage the course roster carefully at the beginning of the term. The capacity of the classroom is available from the department administrator.

## **5. Course Syllabus Policies**

Distribute a course syllabus to the students on the first day of class, either by posting the syllabus on Blackboard or by handing out a hard copy. In addition, send the syllabus to the department administrator. An electronic copy of every syllabus is available for all students in Chapman syllabus system. The academic department administrator uploads to the syllabus system no later than the end of the second week of the semester/trimester.

Syllabi must be written in a clear and careful academic style, be substantive in content and challenging in intellectual depth and breadth. The course syllabus codifies the expectations of students for the class in the context of the increasing academic distinction of Chapman University. Faculty may ask the chair for a copy of an existing syllabus for the course as an example.

As the syllabus sets the expectations for learning, students should be strongly encouraged to read the syllabus carefully and ask questions. Faculty should not change the syllabus in any substantive way after the beginning of the class.

When distributed to the students on the first day of classes, a syllabus **must contain** the following information:

1. Course designation, number and title
2. Faculty member’s contact information including email and office hours
3. Catalog description (found in the catalog)
4. Course learning outcomes (provided by the chair)
5. Program learning outcomes and General Education outcomes if applicable (provided by the chair)
6. Current required text, other course materials and readings
7. Instructional strategies

8. Method of evaluation including:
  - All exams, papers and other graded requirements
  - Grade weight for each requirement
  - Grade scale needed to obtain various letter grades. Note some units have pre-set grading scales-inquire with the chair. Examples include:
    - a. Grade scale (percentages), e.g., A >= 94%, A- >= 90%, B+ >= 87%, etc.
    - b. Grade scale (points), A >= 375 points, A- >= 360 points, B+ >= 345 points, etc.
  - Dates of exams and due dates for other requirements (to the extent possible)
9. Chapman University's Academic Integrity Policy:

"Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the University Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at [www.chapman.edu/academics/academic-integrity/index.aspx](http://www.chapman.edu/academics/academic-integrity/index.aspx)."
10. Chapman University's Students with Disabilities Policy:

"In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or visit <https://www.chapman.edu/students/health-and-safety/disability-services/> if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course."
11. Chapman University's Equity and Diversity Policy:

"Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy."

Faculty should also include additional information in the syllabus:

- Weekly/daily schedule of readings and topics for the term
- Attendance requirements

- Additional recommended readings and/or course bibliography

## 6. Communicating with Students (Email)

Faculty at Chapman must use their Chapman University email address for all communications with student and other colleagues at Chapman. Students should also use their official Chapman email for all email interactions with their instructors.

## 7. Student Evaluation (Grading)

### General Policies on Evaluation and Grading

Check with the department chair for any evaluation and grading policies that have been determined by the academic unit where the course resides.

It is good practice to provide students with timely evaluation of their performance in the course. Good practice is that instructors return student work with comments and/or scores within one week. In addition, students should receive at least one midterm performance evaluation with their overall standing in the course prior to the last day to withdraw from the course. The last day to withdraw from the course occurs at the end of the 10<sup>th</sup> week of the term.

Please **do not** evaluate any work done by a student whose name does not appear on the official class roster. Grading a quiz or midterm or any other course requirement becomes problematic for students who are not enrolled in the course. Do not accept the student's word that he/she/they are registered. If they are, their name will appear on the official class roster found in the [my.Chapman.edu](http://my.Chapman.edu). Note: Blackboard rosters are the not the official class roster.

Base final course grades only on assignments listed in the syllabus that are equally available to all students. The grading system and student assessment guidelines must be in the syllabus. Instructors must honor and not alter the evaluation criteria during the course of the term.

### P/NP Grading Standards

For undergraduate courses (400 level and below) where the student has selected the Pass/No Pass (P/NP) grading option, assign a "P" grade when the student's overall course evaluation is equivalent to a "C-" grade or higher. Assign a "NP" grade for when the student's overall course evaluation is equivalent to a "D+" grade and below.

For graduate courses (500, 600 and 700 level) where the student has selected the Pass/No Pass (P/NP) grading option, assign a "P" grade when the student's overall course evaluation is equivalent to a "C+" grade or higher. Assign a "NP" grade for when the student's overall course evaluation is equivalent to a "C" grade and below.

## **Challenging a Grade**

Professors, as experts in their fields, have the final authority in assigning student grades except for cases involving clear evidence of capricious grading or failure to follow the professional standards of the discipline.

Faculty members may change final grades after submission to the Office of the University Registrar only for clerical error. Furthermore, additional work may not be assigned to enable the student to receive a higher grade.

However, a student who believes he or she has received a grade based on capricious or unprofessional grading on the part of the professor and wishes to challenge the grade received in a class must follow the procedure below:

1. Request from the professor an explanation of the grade and for possible reconsideration of the grade. As a professional scholar and educator, the professor must be able to explain the criteria for grading, how the criteria meet the standards of the discipline, and how the individual student's grade derives from these criteria. This request must be made within two weeks of the issuance of the grade.
2. If, after consulting with the instructor, the grade dispute is not resolved or if the student has made a good faith effort to contact the professor and has received no response, the student may appeal directly to the department chair/head of the academic unit in which the course was offered (or the associate dean if there is no department chair). The student needs to provide documentation of attempts to contact the chair in writing a reason why the decision of the faculty is capricious or unprofessional, relating to the reasons given for the grade by the professor. The department chair may deny the student petition, confer committee to review the grade or refer the petition to the dean's office of the school or college of the department. This appeal must be filed by the student within four weeks of the issuance of the grade.
3. If the student wishes to appeal the action taken at the departmental level, the student may further appeal the decision directly to the dean's office. The student must submit a written request, within two weeks of the issuance of the chair's decision, directly to the dean's office. Include documentation from the interactions with the professor and the chair/unit head/associate dean in the request. The dean's office will make the final decision on the petition at the college level.

After the dean's office notifies the student of its decision, the student has two weeks to request a review by the office of the provost. The student may not appeal the college-level position only in order to receive a different opinion based on information already reviewed at the college level. An appeal to the provost's office will only be considered if there is compelling new evidence that was not previously available or if there is substantive evidence that the grade challenge process was not followed in accordance with the grade challenge policy. This appeal is sent directly to the Vice Provost for Undergraduate Education.

Changes in grades can occur only through the petition process initiated by individual students.

### **Change of Final Letter Grade**

Once a letter grade is assigned at the end of the term and submitted in the Faculty Center in [my.Chapman.edu](http://my.Chapman.edu), the grade may not be changed by the faculty member unless there is a “clerical error”. Examples of clerical errors are:

- An error of calculation such as when adding the points earned on different exams.
- An error of computing the percentage of points earned by a student.
- While the syllabus states that 73 percent to 77 percent of the total points results in a C grade, the student was given a C– grade.
- While entering the letter grade in the Faculty Center of the [my.Chapman.edu](http://my.Chapman.edu), a letter grade of B+ was accidentally entered as a B–.

The faculty member cannot assign additional work to enable the student to receive a higher grade. An instructor invites Change of Grade petitions by providing an opportunity to one student and not the entire class.

### **Incomplete Grade**

The grade of Incomplete (I) may be assigned by an instructor if a student, through circumstances beyond his/her/their control, has not completed a small portion of a course by the conclusion of the term. The student must request to the instructor, in writing, the grade of Incomplete. The request must propose a completion date acceptable to the instructor for the missing work. Do not assign a grade of Incomplete in order to give a student a chance to do more work to improve a grade.

The faculty member may specify the approved deadline date for course completion when assigning the grade of Incomplete in the Faculty Center. The latest deadline and default date is one year from the first day of the term of the course, unless instructor specifies a shorter period. In certain circumstances, the deadline for removal of the Incomplete can be set to one year from the end of the term of the course.

When entering the incomplete grade, instructors may enter the letter grade that the Incomplete will become if it not replaced by another grade prior to the deadline.

In order to change a grade of Incomplete to the final letter grade, use the new “Request a Grade Change” link in the Faculty Center. This link is on the “My Schedule” tab inside the Faculty Center in [my.Chapman.edu](http://my.Chapman.edu).

The instructor can assign a grade of Incomplete if academic integrity is in question at the time grades are due and the faculty member requires more time to resolve the issue.

## 8. Contact Hour, Final Exam and Office Hour Policies

### Credit Hours Policy

The duration of Chapman University terms and courses is credit hour based. One credit hour of coursework requires one face-to-face contact hour (one contact hour = 50 minutes) per week between an instructor and a student and two hours of assigned coursework per week on the part of the student outside of the classroom for a regular semester/trimester term. The typical three-credit course requires three contact hours per week and six hours of assigned coursework per week or 45 contact hours and 90 hours of assigned coursework for a regular semester/trimester (15 weeks including the final exam period).

Some classes meet for durations that differ from the timings implied by the credits assigned. These include lab courses, individually directed courses, non-traditional media-based courses and travel courses. In these cases, the contact time is tailored to the type of course and/or course objectives.

- **Lab courses** are courses that have a strong skill component and typically require a special room, equipment, or fieldwork experience for students to utilize to enhance their learning. One credit of a lab course requires a minimum of three contact hours, which may include a minimum of three hours of face-to-face contact per week between a faculty member and a student, or a combination of face-to-face contact hours and assigned coursework to total three contact hours of engagement per week of instruction for a regular semester/trimester.
- **Individually directed courses** provide a more in-depth interaction between student, faculty member, and course materials or research project. Since, typically, a student works one-on-one with a faculty member and receives an intensified experience of personalized education, the contact hours and amount of assigned coursework are tailored to the nature of the coursework and may exceed the minimum requirements given below.
  - **Reading and conference courses** require a minimum of five hours of instructor-student contact per credit hour and a minimum of 30 hours of outside work per credit hour per semester/trimester.
  - **Individual study and research courses** require a minimum of five hours of instructor-student contact per credit hour and 30 hours of outside work per credit hour per semester/trimester. In these courses the program is designed by the faculty member and the student working collaboratively and approved prior to the start of the term.
  - **Graduate thesis credits** require a minimum of five hours of instructor-student contact per credit hour and 30 hours of outside work per credit hour per semester/trimester. Students registering for graduate thesis credits pursue graduate research or a project in collaboration with a thesis or project advisor.

- **Travel courses** are courses that occur primarily off-campus such as elsewhere in the United States or abroad. Travel courses are measured in weeks, with each week garnering a maximum of one credit. Each credit requires a minimum of 15 hours of contact or experience and 30 hours of assigned course work or experience per credit hour. For courses that have two weeks of travel, 15 contact hours are required before and/or after travel. Part time faculty members cannot, by policy lead travel courses.
  
- **Other Nontraditional Courses**
  - **Online courses** are courses that have few or no face-to-face contact hours between a faculty member and a student. Instead, contact between students and faculty is mediated by the web. This contact can be either synchronous (e.g., chat or virtual classroom with all students at the same time) or asynchronous (e.g., a discussion board). Whether synchronous or asynchronous, a faculty member is expected to offer course-related content to a student that engages a student for a total of 45 hours over the semester/trimester for a three-credit course. Student engagement may include some discussion with other students; however, it is expected that a faculty member will monitor and participate in discussion and provide an appropriate level of feedback at regular intervals during the semester/trimester. As with traditional courses, there should be a total of 90 hours of additional assigned coursework over the semester/trimester for a three-credit course.
  - **Blended courses** (aka hybrid courses) are courses that regularly combine face-to-face contact in a classroom setting and web-mediated contact between a faculty member and a student. Web-mediated contact can be either synchronous or asynchronous. Web-mediated contact may include some discussion with other students in the class; however, it is expected that a faculty member will monitor and participate in discussion and provide an appropriate level of feedback at regular intervals during the semester/trimester. The total combined contact hours (face-to-face and web-mediated) should sum to 45 hours over the semester/trimester for a three-credit course. As with traditional courses, there should be a total of 90 hours of additional assigned coursework over the semester/trimester for a three-credit course.
  - Chapman University does not permit altering a traditional course to online/blended form without prior approval of the chair. In addition, student must have knowledge of the course format at the time of registration.
  - A complete statement of the online and blended course policy is provided in the [Curriculum Handbook](#).
  
- **Courses Governed by Accrediting Agencies**  
 Law school travel courses offer credit per ABA standards as per the “criteria for approval of foreign summer and intersession programs established by ABA-approved law schools”, which stipulates that courses shall award no more than 1.5 semester credit hours for each week of the program. Courses shall not be in class more than 220 minutes per day, excluding breaks. Credit shall be stated in terms of

credit hours according to the following formula: one semester hour for each 700 minutes of class time or equivalent or one-quarter hour for each 450 minutes of class time or equivalent. ABA standards require that the program shall include visits to legal institutions in the host country. However, time allocated for visits to legal institutions normally is not considered time spent in class and is not calculated in the 220 maximum class minutes per day; credit may be awarded for extra-curricular lectures and field trips only when the content is academic in nature and specially related to the class for which the credit is awarded. If credit is given for externship placements (e.g., in a law firm, government office or corporation), then faculty supervision must be individualized and integrated with classroom work to ensure that the credit allowed is commensurate with the educational benefit to the participating student. If credit is given for distance education components, those components and credits must comply with the requirements of standard 306 and the interpretation of that standard.

### **Use of Class Time**

In recent semesters/trimesters, students and parents have complained about instructors dismissing the first day of class after only a few minutes. All faculty members are encouraged to make productive use of the first class session. Although students are unlikely to be fully prepared for class, the first class sets the tone for the entire semester/trimester.

Please be mindful of the fact that classes must meet for the full scheduled class time. In addition, the class must meet at the scheduled date and time during final exam week.

In the case of instructor absence, please notify the chair or department assistant immediately. Reschedule all missed session(s) to ensure the student contact hours for the class is sufficient to meet the requirement.

### **Final Examinations**

Final exams are expected in all classes. Permission not to require a final exam is given by the dean. However, all classes should meet during the final exam period in order to satisfy the requirements for minimum contact hours.

Final exams occur during final exam week only and must be proctored by the instructor of the course. Do not offer final exams early, e.g., during the last week of classes. Student excuses are not acceptable reasons to cancel final exams or to give them early. The final exam schedule is on the [Final Exam Schedule page](#) on Chapman's website.

Students scheduled for three or more final exams on one day may ask the instructors of the courses with final exams scheduled in the middle of the day to provide an alternative date and time that also occurs during final exams week. These requests should be made two or more weeks before the last day of class. Faculty are strongly encouraged to accommodate these students.

### **Office Hours**

Faculty shall be regularly available on campus in proportion to the percentage of time for which they are employed. It is typical for faculty to hold 1-2 office hours per week for a 3-credit course. Each faculty member should establish, and make students aware of, their regular office hour timings and location.

Provide a copy of the office hours schedule for the class to the chair. The chair or department administrator will provide instructors with a private space for office hour appointments. During registration and exams additional office hours may need to be added.

## **9. Other Course and Classroom Policies**

### **Faculty Rights and Procedures Concerning Student Classroom Behavior**

Faculty members are responsible for ensuring an effective learning environment, for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty also have the responsibility and authority to maintain appropriate student behavior. Classes include laboratories, internships, field placements or any settings designated as a learning environment, such as travel studies and field trips.

If a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, then the faculty member has the right to have that student removed from the class. This can occur either by administrative withdrawal or by arranging for the student to complete the requirements in absentia.

The faculty member should immediately report the matter to the chair. The faculty member may also request the assistance of the Dean of Students to provide advice or to mediate the dispute.

A student who wishes to appeal the decision of the faculty member must submit the appeal in writing to the relevant academic dean within five working days of the decision. The dean will then conduct an investigation and respond to the student with a written decision within five working days. If, during the appeal, the dean determines that the faculty member is possibly at fault, the dean may address the situation directly with the faculty member or may refer the matter to the Provost for disposition. If the student is dissatisfied with this outcome, he/she/they may submit a written appeal to the Provost, whose decision in these matters is final and binding. During this period of appeal, the student may not return to class. Even if the student's appeal is successful, the student may not return to the class unless the faculty member has specifically agreed to this. If the Provost upholds the earlier decision, the student may still be subject to the student conduct system for further conduct review at the discretion of the Dean of Students.

### **Safety Concerns**

Any faculty member with a concern about safety should contact Chapman Public Safety immediately at (714) 997-6763 (x6763), or call 911.

### **Faculty Evaluations**

Chapman University executes the student evaluation of faculty teaching (aka “faculty course evaluations”) via online survey towards the end of each term. They are required for all non-fieldwork courses with student enrollments greater than five taught at Chapman University. Faculty must provide time during class for students to complete the evaluations of faculty teaching.

Generally, tabulations and comments from student course evaluations are ready for distribution to departments and faculty before February 1 for fall, before March 1 for interterm, before July 1 for spring and before October 1 for summer. Student evaluations of faculty teaching arrive via email as a pdf attachment for each course individually. For additional information, see the [IETL page](#) on the Chapman website.

### **Classroom Types**

Classroom types include seminar rooms (SEM), traditional lecture (LEC) and laboratory (LAB) spaces. In addition, there are now some newer, more innovative learning spaces available to support innovative pedagogy. If a particular room does not meet your teaching needs, please contact your department administrator. It may be possible to move your class to another room.

### **Classroom Organization and Etiquette**

Classrooms have designated uses and their furniture is set up to meet a specific pedagogy or style of teaching. If a class requires moving the furniture within the classroom, please return it to its original configuration at the end of class.

Chapman’s fire prevention officer approves the room configuration. Facilities Management does not reset classroom furniture. The next faculty member expects to find the room in the standard configuration.

Please do not move furniture from one classroom into another. The number of students in class should never exceed the number of seats in the classroom, so the addition of furniture is not necessary.

Please erase any black or white boards at the end of class. Also ask the students to clean up any discarded items before leaving the room.

## **10. Key/Signature Assignment for Assessment**

Some courses may have key or signature assignment requirement as part of the course. In such courses, the chair may: (a) provide the key/signature assignment prompt, (b) request the lecturer to assess student work using a pre-determined rubric or scoring

guide, and (c) return the scores to the chair. This assessment is needed by the program to monitor student learning and will not be used to assess the lecturer.

### **11. Field Trips and eWaivers**

Chapman University policy requires that all students participating in any off-campus field trip or similar excursion sign the standard Chapman University eWaiver Form. Details on this are available [here](#).

### **12. The Institutional Review Board and the Institutional Animal Care and Use Committee**

The Institutional Review Board (IRB) at Chapman University is an authority that reviews, approves, denies and provides ongoing oversight of all research involving human subjects in accordance with applicable federal regulation and university policy. The Institutional Animal Care and Use Committee (IACUC) reviews, approves, denies and provides ongoing oversight of research and teaching involving animal subjects in accordance with relevant federal regulations. Additional information is available [here](#).

## RESOURCES

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### 1. **Chapman Directory**

It is sometimes difficult to find a particular item or person on the Chapman University website. Chapman's directory is online [here](#).

### 2. **Key/Card Access to Rooms**

Contact the department administrator for key or card access to assigned buildings, classrooms or offices. Request additional key or card access if it is required through the department assistant. Call Public Safety (714-997-6763 or x6763) if you are locked out of a building and require access.

### 3. **[my.Chapman.edu](#)**

PeopleSoft Campus Solutions is the software application used by Chapman University to manage curriculum and student records. my.Chapman.edu serves as the front-end where students register for classes, manage class schedules, view degree audits and access other useful information related to their student accounts. my.Chapman.edu also contains the "Faculty Center", which is found inside the link "Faculty Self Service".

Instructors use the Faculty Center to view the schedule of classes, access their official rosters, submit grades and enter textbook adoption information. Find the reference guides and video tutorials for the Faculty Center on the [Training for Faculty Center page](#) on Chapman's website.

### 4. **[Blackboard Learning Management System](#)**

Blackboard is a web-based learning management system that supports student and faculty communication by allowing the posting and sharing of documents, external links to web resources and class discussion boards along with other helpful communication tools. Every class at Chapman automatically has an associated Blackboard site created.

Instructors using Blackboard can access an unofficial class roster. The official class roster is available in the Faculty Center on [my.Chapman.edu](#). If a student drops the class, confirm it officially by consulting the Faculty Center in my.Chapman.edu. Students who drop a class are automatically removed from Blackboard roster of that class within the next business day.

If a student drops a course and is consequently removed from the course roster in Blackboard, all records including scores for this student will be unavailable to the instructor.

To login to Blackboard simply visit the [Blackboard login page](#) at blackboard.chapman.edu and enter the username and password. For questions about Blackboard, email [blackboard@chapman.edu](mailto:blackboard@chapman.edu).

### **A Note on Uploading Content to Blackboard**

It is permissible to scan one chapter or 10% from a book and post it on Blackboard. This limited posting would not violate copyright laws. Instructors desiring to more content can consult library staff for assistance with course reserves and other options.

### **5. [mywindow.Chapman.edu](http://mywindow.Chapman.edu)**

Chapman University has two portals both of which contain useful information. [mywindow.chapman.edu](http://mywindow.chapman.edu) is the older of the portals (as compared to [my.chapman.edu](http://my.chapman.edu)), but it possesses a wealth of useful information about Chapman University.

The information on [mywindow.chapman.edu](http://mywindow.chapman.edu) is organized by category and then by links. Users may find it more efficient to navigate to information in for example, IS&T or HR by using this portal.

### **6. Classroom Technology and Support**

#### **Educational Technology Services**

Educational Technology Services provides AV support in the classrooms and technical training for Blackboard and a wide variety of other digital tools that faculty may use for teaching and scholarship. Additional information on Educational Technology Services is [here](#).

#### **Tech Hub**

The Chapman University Tech Hub in DeMille Hall 104 is a welcoming space on campus for collaboration around all things technology. The Tech Hub welcomes students, faculty and staff to stop in and learn about the latest in teaching and learning using technology in the classroom. The Hub is designed for open collaboration and we encourage all to use this space as a place to meet and collaborate. Additional information on the Tech Hub is [here](#).

#### **Service Desk**

If there is a problem with the classroom projector or other media equipment in the classroom, call the service desk at (714) 997-6600 or email the service desk at [servicedesk@chapman.edu](mailto:servicedesk@chapman.edu).

#### **CopyJobs-Photocopies**

All copies made at Chapman University must comply with the U.S. copyright law. Review copyright law on the [Copyright page](#) at Chapman's Leatherby Libraries website.

Contact the department administrator to learn which photocopy machine can be used and to obtain the necessary code. Utilize CopyJobs to make copies economically. Send documents to [copyjobs@chapman.edu](mailto:copyjobs@chapman.edu). The turnaround time for most standard copy requests is 24 hours.

To use Copyjobs, attach the document, preferably in .pdf form, to an email and include copy instructions: number of copies, single or double-sided, stapled or loose, budget code, the due date of the job and the account number to which copying will be charged. For additional instructions, contact the department administrator.

Note that there are alternatives to making copies:

- A. Upload the document to Blackboard: save time and paper by uploading any documents onto a site specifically setup for that particular class.
- B. Readers/Reading Packets-construct targeted readings specifically for a particular course and have them sold through the Chapman University Bookstore. Contact [chapman@bkstr.com](mailto:chapman@bkstr.com) or call (714) 997-6718.

## **7. Institute for Excellence in Teaching and Learning**

The mission of the Institute for Excellence in Teaching and Learning (IETL) is to promote the value and practice of excellent teaching that facilitates student learning. Established in 2013 and advised by faculty from all academic units on the Orange and Rinker campuses, the IETL provides faculty professional development, teaching support, and consultation services.

The Institute for Excellence in Teaching and Learning (IETL) offers faculty:

- Support and assistance in identifying and developing innovative models of excellent instruction.
- Opportunities to dialogue among faculty members regarding the art and science of teaching.
- IETL Faculty Ambassador program, with representatives from the academic units coordinating discipline-specific teaching supports and professional growth.
- Comprehensive calendar of F2F (face-to-face) faculty development workshops offered across Chapman University.
- IETL Blackboard (Bb) Organization (see “Teaching Resources from the IETL” on your Bb landing page under My Organizations), with 24/7 online resources and videos on topics including, but not limited to, syllabus development, effective teaching strategies, getting to know your students, and grading.
- Instructional Video Studio in which faculty can easily produce their own instructional video content using the One Button Studio platform, including chroma key (green screen) and LearningGlass technologies.
- Assistance in integrating effective, relevant, and innovative technologies into instruction.
- One-on-one confidential consultation to develop effective teaching skills and/or to address specific teaching challenges.
- Assistance in developing teaching portfolios for the purposes of Tenure and Promotion Review.

- Digital Badge Program to document special skills, workshops, and certifications held; IETL badges offered via Credly and integrated with Mozilla Backpack and LinkedIn.
  - Opportunities for acculturation to Chapman University.
- Please visit the IETL website [here](#) to learn more about their services and for contact information.

## 8. Student Services

### **Disability Services (Accommodations for Testing)**

Disability services approves and coordinates accommodations and services for students with disabilities at Chapman to help students acquire skills essential to achieve academic and personal success. Registration with disability services is on a voluntary, self-identifying basis. General information is on the [Disability Services page](#) at Chapman University's website.

Common services including extended testing time for students are available after the student has registered and presented certified documentation of the disability from a medical or educational specialist to the Disability Services office. The office will then contact the faculty member providing their recommendations on the services that student requires. Quite often, extended time testing takes place at the Testing Center. Faculty should not grant extra time for a student without received an email from Disability Services. Faculty members must comply with the recommendations of Disability Services.

Additional information for faculty is on the [Faculty Information](#) page of the Disability Services website at Chapman. Contact the Disability Services office at (714) 516-4520.

### **Student Psychological Counseling Services**

Student psychological counseling services provides psychotherapy to students at Chapman University. Licensed and professional psychologists, counselors and counselor interns staff this office. If a faculty member feels that a student is in need of such counseling, please ask them to contact the office at (714) 997-6778 or [spcs@chapman.edu](mailto:spcs@chapman.edu). In any case, please contact the chair to discuss such students.

Additional information is found on the [Making a Referral to Counseling Services page](#) on Chapman's website.

### **Reporting Student Behaviors of Concern**

Chapman University strives to create community of care where the students receive the support they need to succeed and achieve their academic and life goals. If a faculty member becomes concerned about a student based on their behavior in or out of class, or through an interaction of some type, the Student Concerns Intervention Team (SCIT) is a group of University administrators and staff that is there to help.

Information about SCIT and behaviors of concern can be found on the [SCIT page](#) on Chapman University website. To report a behavior of concern contact the Dean of Students office at (714) 997-6721

### **Tutoring Services**

Students in a class who need tutoring can receive help at the Tutoring, Learning and Testing Center (TLT). The TLT runs a broad variety of tutoring and supplemental instruction programs each year. Contact the TLT at (714) 997-6828 or [tutor@chapman.edu](mailto:tutor@chapman.edu). Additional information can be found [TLT page](#) on Chapman's website.

## **9. Faculty Awards and Grants**

Obtain detailed information on faculty awards via email from the [Office of Faculty Affairs](#), or on the [Faculty Documents page](#) on Chapman's internal portal, [mywindow.chapman.edu](http://mywindow.chapman.edu).

### **Co-Teaching Award**

This award supports co-taught classes of an innovative and interdisciplinary nature.

### **On Campus Conference Award**

These awards raise the visibility of the Chapman University academic community by providing partial support of national/international conferences/workshops held on the Chapman University campus. Proposals should address the academic significance of the conference/workshop.

### **Grants for Pedagogical Innovation**

Starting in 2017-18, pedagogical innovation awards now fall under a single application and funding umbrella. This allows Faculty Research and Development Council (FRDC) more discretion and flexibility in the distribution of these grants while preserving the values intended for these grants.

These grants support faculty in innovative teaching that advances Chapman's aim to provide students with a personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens. Pedagogical innovations that promote diversity and inclusion, sustainability, and/or personalized education are the priority. The FRDC also encourages interdisciplinarity, internationalization and global citizenship, student research, active learning, and the academic uses of technology.

"Pedagogical innovation" includes:

- A new course that incorporates innovative content and/or methods
- Reconceptualization or comprehensive revision of an existing course
- Addition of a new and innovative component to an existing course
- Development of new modes of teaching and/or learning
- Formation of innovative new programs or courses of study

### **Wang–Fradkin Professorship Award**

These professorships retain outstanding faculty to Chapman University by recognizing exceptional merit in scholarly and creative activity. There are two awards, one for a senior faculty member and one for a junior faculty member. Each award provides the recipient with funds to support continuing scholarly–creative activity.

### **Award in Mentorship of Undergraduate Research and Creative Activity**

This award recognizes exceptional work by faculty guiding student research and creative activity that enriches undergraduate students’ lives beyond the classroom. These awards convey Chapman University’s mission to provide personalized education of distinction and acknowledges faculty for their efforts to provide high-impact learning experiences to our students.

### **Valerie Scudder and Unit Faculty Excellence Awards**

These awards recognize, encourage, and celebrate Chapman faculty who best demonstrate excellence in one or more of the following areas: teaching, creative/scholarly activity, or service.

The Unit Faculty Excellence Award recognizes excellence in either teaching, creative/scholarly activity, service (or some combination of these areas) to their unit and the university. There are eighteen unit-based awards distributed proportionally in accordance with the total number of full-time faculty in each unit. Each award comes with a \$1000 cash honorarium.

The Valerie Scudder Award recognizes excellence in either teaching, creative/scholarly activity, service (or some combination of these areas) to their unit and the university. Three faculty of the 18 Unit Faculty Excellence awardees are selected. Valerie Scudder Awardees receive an additional \$9000 cash honorarium.

## **10. One-Year Scholarly and Creative Activities Release**

This release supports a faculty member by awarding them a one-year release from teaching and service at full salary in order to complete a major scholarly or creative project.

This release is primarily targeting the fields of Humanities and the Arts. In such fields, a major work, installation, or production, for which a large block of uninterrupted time for putting together research and for contemplation is key, rather than additional financial resources, equipment, or travel funding. A faculty member outside the Humanities, or Fine and Performing Arts may be eligible for this Release, provided it supports a major work.

A “major work” may have one or more of the following characteristics:

- It is a book-length work, though not a textbook, but an in-depth or comprehensive scholarly examination; proposals that are digital in nature will not be excluded from consideration.

- It is theory-oriented, theoretical, or engaged conceptually with an important question in the field.
- It is a major installation or performance challenging current norms or approaches, or reconceiving conventional or academic understanding in the Art. It is not another iteration of an annual program or event in the Arts.
- It has already been initially researched and demonstrably contemplated, and the faculty member offers a showing of likely benefit from the award.

## 11. Center for Undergraduate Excellence

The Center for Undergraduate Excellence (CUE) provides support to Chapman University's undergraduate students involved in research and creative expression, as well as to those students pursuing prestigious national and international fellowships and scholarships.

Supporting Chapman University's goal of providing personalized education, CUE is committed to the patronage of engaged learning through student-driven and faculty-supported scholarly inquiry. CUE is Chapman University's one-stop shop for students to learn about and engage in undergraduate research and creativity expression; and to discover the wide range of prestigious external scholarships available.

Opportunities available to full-time faculty and students:

- **FSRB** – A faculty teaching load credit-banking model that tracks faculty mentoring undergraduate students in independent scholarly research and/or creative activity. Full time faculty who gain enough credit can “buy-out” of teaching a course.
- **Summer Undergraduate Research Fellowship (SURF) Program** – An eight week paid research experience. Students receive a fellowship of \$3,000. The sponsoring full-time faculty mentor receives a stipend of \$1,000 for their participation.
- **Scholarly/Creative Grants** – Awards up to \$1000 for resources for undergraduate students to conduct their research or creative project.
- **Undergraduate Travel Grants** – Funds up to \$1000 to national conferences and \$1500 to international conferences for students to present research or creative projects at a conference or event.
- **Chapman University Student Scholar Symposium** – This symposium highlights the breadth and depth of research and creative expression conducted by Chapman University's undergraduate and graduate students. Presenters and faculty attend lunch with a keynote speaker.
- **Faculty Research & Creative Activity Expo** - Faculty discuss scholarly research and creative projects conducted on campus. The open-house format encourages students to mingle with faculty and other students currently engaged in independent research and creative projects.
- **Prestigious Fellowships and Scholarships** – Scholarships and fellowships are funded opportunities for students seeking meaningful experience in their field

of study. CUE helps students through every step of the application process through one-on-one meetings and workshops

- **Workshops** – CUE offers a multitude of workshops and information sessions to help students and faculty in:
  - Writing letters of recommendation (faculty)
  - Writing grant proposals
  - Designing and presenting conference research posters
  - Becoming involved in undergraduate research and creative projects

Information on our programs and funding is on the [CUE page](#).

## 12. Faculty Resource Guide

A support service in the Office of the Provost, the [Office of Faculty Affairs](#) (OFA) at Chapman University provides communication and assistance to faculty with respect to their specific needs. The OFA produces a Faculty Resource Guide each academic year. This booklet with details on all the resources available to faculty at Chapman University is [here](#).

## 13. Emergency Information

### Office of Public Safety

The Office of Public Safety is open twenty-four hours a day, seven days a week. The telephone number is (714) 997-6763. The office is located at 418 North Glassell Street. There are a number of emergency phones located on campus. Push the button on any blue light phone anywhere on campus for a direct line to help. Additional information on Office of Public Safety is [here](#).

### Panther Alert

Chapman University implemented the [Panther Alert](#) service to allow campus leaders and security professionals the ability to reach all students, faculty and staff with time-sensitive information during unforeseen events or emergencies using voice, email and text messaging. During critical situations, Chapman officials can use the system to broadcast pertinent information and provide details on appropriate response. By providing and maintaining accurate, up-to-date emergency contact information,

When an emergency occurs, Panther Alert sends simultaneous text messages, voicemail and email to all Chapman University constituents and to designated emergency contacts.

### PAWS

[P.A.W.S.](#) (Prevention, Awareness and Working together for Safety) is a crime prevention concept designed to protect our community proactively through education and the development of partnerships. Anyone wishing to report a concern or ask general crime prevention questions may do so by calling the Public Safety office at (714) 997-6763.

#### **14. Direct Deposit**

All employees of Chapman University are eligible to apply for free direct deposit of their paycheck. More information on this service is found on the [Payroll page](#) on Chapman's internal ([mywindow.chapman.edu](http://mywindow.chapman.edu)) portal.

## IMPORTANT CONTACTS

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***Bhathal Textbook Store (Chapman Bookstore)***

[chapman@bkstr.com](mailto:chapman@bkstr.com)

(714) 997-6718

***Center for Undergraduate Excellence***

Dr. Julye Bidmead – Director

[cue@chapman.edu](mailto:cue@chapman.edu)

***Disability Services***

Jason McAlexander, Assistant Director

[jmcalex@chapman.edu](mailto:jmcalex@chapman.edu)

(714) 516-4520

Ryan Ronan, ADA Testing Coordinator

[rronan@chapman.edu](mailto:rronan@chapman.edu)

(714) 997-6878

***Educational Technology Services***

Jana Remy, Director

[edutech@chapman.edu](mailto:edutech@chapman.edu)

(714) 997-6600

***Faculty Affairs***

Eileen Besner, Director

[besner@chapman.edu](mailto:besner@chapman.edu)

(714) 997-6544

***Human Resources***

[hroffice@chapman.edu](mailto:hroffice@chapman.edu)

(714) 997-6686

***Information Services and Technology Service Desk/Media Services (Help Desk)***

[servicedesk@chapman.edu](mailto:servicedesk@chapman.edu)

(714) 997-6600

***Institute for Excellence in Teaching and Learning***

Dr. Roxanne Miller, Director

[ietl@chapman.edu](mailto:ietl@chapman.edu)

(714) 628-2720

***Libraries***

Darling Law Library  
(714) 628-2553

Leatherby Libraries  
(714) 532-7756

***Office of the Provost***

Ken Murphy, Associate Provost for Academic Administration  
[kmurphy@chapman.edu](mailto:kmurphy@chapman.edu)  
(714) 628-2876

***Office of Research***

Tom Piechota, Vice President of Research  
[sps@chapman.edu](mailto:sps@chapman.edu)  
(714) 997-6763

***Parking and Transportation Services***

[parking\\_and\\_transportation@chapman.edu](mailto:parking_and_transportation@chapman.edu)  
(714) 997-6763

***Payroll***

[payroll@chapman.edu](mailto:payroll@chapman.edu)  
(714) 997-6877

***Public Safety***

418 North Glassell, Orange, CA 92866  
(714) 997-6763

***Student Affairs***

Dr. Jerry Price, Vice President and Dean of Students  
[jprice@chapman.edu](mailto:jprice@chapman.edu)  
(714) 997-6721

***Student Health Services***

(714) 997-6851

***Student Psychological Counseling Services***

Dr. Jeanne Walker, Director  
[walker@chapman.edu](mailto:walker@chapman.edu)  
(714) 997-6778

***Techhub (Demille Hall 104)***

[edutech@chapman.edu](mailto:edutech@chapman.edu)  
(714) 997-6600

***Tutoring, Learning and Testing Center***

Diane Eisenberg, Associate Director

[tutor@chapman.edu](mailto:tutor@chapman.edu)

(714) 997-6828

***University Registrar***

[registrar@chapman.edu](mailto:registrar@chapman.edu)

(714) 997-6701

***University Mail Services (campus and external snail mail)***

(714) 997-6821