



# New Faculty Guidebook



Office of the Dean of the Faculty  
2022-2023

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## President's Welcome

Dear New Faculty,

Welcome to Colorado College! I'm thrilled that you are joining us at this exciting time.

You are joining a dedicated and creative faculty and academic community that keeps our students at the forefront. The Block Plan arose from a desire to teach in an immersive and focused manner, where the professor can create a whole new world for students each block with in-depth, exciting, experiential, and dynamic pedagogy.



You were chosen from an outstanding pool of applicants who are committed to student learning and scholarly work. Your passion for teaching stood out, and because of it, you will fit in beautifully at CC.

The Block Plan provides an excellent laboratory for creative and inventive teaching. You have a unique opportunity to impact talented and curious students, at an institution where faculty-student engagement is highly valued. You will have the opportunity to learn from your colleagues, who offer a rich variety of pedagogical styles and scholarly interests, and you will be supported in your work by staff colleagues who are passionate about our mission.

This year we are shaping [Project 2024](#), our effort to rethink and enhance the wonderful work that already occurs here at CC – to do what we do differently, and better. I invite you to share your ideas in discussions and working groups as we build our action plan this year.

You are joining Colorado College at a time when the world is more attuned to [the work of antiracism](#), which we started in 2018. Your charge to educate and mentor the next generation of leaders and changemakers is both timely and critical.

I am excited to engage with you in person to get to know you and hear your questions and ideas. I am so pleased to welcome you this fall.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Song Richardson'. The signature is fluid and cursive, with a long horizontal stroke at the end.

L. Song Richardson  
President

## Dean of the Faculty's Welcome

Dear New Colleagues,

Welcome! I cannot wait to meet you in person. We are excited to have you join the faculty at Colorado College.

Each of you bring your talent and passion for teaching in a student-centered liberal arts community, and your knowledge and intellect in your areas of scholarship. Collectively, having all of you join the college enriches the faculty, creating a more innovative, engaged, and courageous learning and scholarly community.

Our team from the Office of the Dean of the Faculty has prepared this welcome guide to help you get acquainted with the many campus partners and resources. Our goal is to support your growth and thriving as teacher-scholars at the College. In addition to finding your department and program as your academic base, you will meet a broad network of faculty and staff colleagues who will be your larger community.

As teacher-scholars joining the professoriate in 2022, the importance of our shared goal and mission cannot be overstated. We must help prepare students to think and engage critically, to ask tough questions, and to take courageous action wherever they find themselves – at local levels, in community, on national stages, or at the cross-nation global level. As a community of scholars and learners we commit to antiracism, diversity, equity, inclusion, and justice as core values that guide our work. We hope to nourish students' growth in these transformative years so that not only do they develop the intellectual and action tools to enact change, but also to cultivate hearts that will continue to seek sustained beauty and justice.

You are key to our collective efforts to achieve these goals, and I encourage you to participate in campus-wide discussions, initiatives, and professional development opportunities. As you learn more about the Block Plan, you will likely have questions about pacing, structure, assignments, and many other pedagogical aspects of teaching and learning. I urge you to connect with your chair/director, colleagues in and outside of your department and program, your mentoring program conveners, and teaching coaches in the Crown Faculty Center. Arrange with your chair to visit colleague's classes. These vibrant exchanges of ideas enrich the learning environment at CC and help build broad networks of colleagues.

I wish you the best as you transition to join us at Colorado College. Again, welcome!

Sincerely,



Emily Chan

Dean of the Faculty



## Introduction to the Crown Faculty Center

The Crown Faculty Center (CFC) supports faculty and staff in teaching, advising, research, service, and other professional development endeavors through a variety of programs and initiatives. CFC is directed by Peony Fhagen (Senior Associate Dean for Faculty Equity and Inclusion, Associate Professor of General Studies). She is a member of both the Dean of the Faculty office and CC's three-person ADEI (antiracism, diversity, equity, and inclusion) leadership team. CFC staff include Heidi Lewis (Associate Professor of Feminist and Gender Studies) who is Coordinator of Early Career Faculty Development Programs and Brett Gray who is the CFC administrative assistant.

As a new faculty member, you will be immediately involved in several CFC programs including the 2-day New Faculty Orientation (see key dates section below) and the Mentoring Alliance Program (MAP). You will receive information about the orientation and MAP as we get closer to the start of the academic year. The New Faculty Orientation and MAP are designed to complement support within your academic department or program. Look out for email announcements through the all-faculty listserv and check out Today at CC, a campus digest, about CFC events, programs, and opportunities.

Other CFC initiatives that you might want to take advantage of during your first year include:

**The Instructional Coaching Program:** If you are interested in 1:1 coaching for teaching on the block and inclusive pedagogies by trained senior faculty, contact Tina Valtierra (Associate Professor of Education) or Santiago Guerra (Associate Professor of Southwest Studies), CFC Master Teachers, who manage the instructional coaching program.

**SWARGS (Scholarly Writing and Research Groups):** If you are interested in joining or forming a writing and research accountability group, please contact Senior Associate Dean and Director Peony Fhagen.

**The Professional Development Series for Antiracism:** This series offers programs to support faculty and academic staff in contributing to CC's antiracism commitment at a variety of levels including the individual, the department/program, and the academic affairs division. Look out for announcements about upcoming programming for the series.

Visit the CFC website for other programs and opportunities.

The CFC office is located on the second floor of Tutt Library. Beginning the first day of Block 1, Monday August 29<sup>th</sup>, Peony Fhagen and Heidi Lewis will hold weekly drop-in office hours through the academic year, so come by and visit. We are here to support your work with students, your professional career, and your contributions to the CC community any way we can. We are also available to meet by appointment.

Peony's Fall Semester (Blocks 1-4): Office Hours: Mondays and Fridays, 1:30pm-3pm

Heidi's Fall Semester (Blocks 1-4): Office Hours: Tuesdays and Thursdays, 1:30pm-3pm

## Key Dates for New Faculty

**August 16 - 17: The New Faculty Orientation**, hosted by the CFC, provides support for teaching on the Block Plan using a liberal arts lens and inclusive, equitable, and antiracist pedagogies. This orientation also introduces new faculty to colleagues across the campus. The orientation is optional but strongly encouraged. It runs for two full days, 8:30 am - 4:30/5 pm, and breakfast and lunch are provided. Open to new tenure track and tenured faculty, one-year visiting faculty, and Riley Scholars. On **August 17**, the Dean of Faculty will host a dinner, beginning at 5:30 pm at her home for new faculty and their families and significant others.

**Week of August 22:** This is a good week to finish settling into the office, studio, and/or lab. Plan to be on-campus to meet colleagues, familiarize yourself with the layout of the college, and prepare for the start of Block 1.

**August 23: Faculty Forum.** At this annual event we welcome new faculty and engage the faculty community in discussions of significant topics of shared interest. All faculty are expected to attend. Typically runs from 9 am – early afternoon.

**August 25: Fall Conference.** This is CC's annual kick-off event for faculty and staff to learn from and inspire one another as the academic year begins. All faculty and staff attend.

**August 29: [Inauguration](#) and Opening Convocation.** Every year, the first day of class is marked by the Opening Convocation where faculty members don their regalia to celebrate the beginning of the academic year. This year, the opening convocation is also the inauguration ceremony for President Richardson. Class starts at 10:30 am, after the end of Opening Convocation.

**Early in the fall semester: CC Connect.** CC Connect is an educational and networking event hosted by Human Resources to introduce new employees to the key resources, offices, policies and practices, and many other aspects of working at CC to support continued supportive onboarding to Colorado College.

### Additional major academic events

Typically 3<sup>rd</sup> Tuesday of Block 8: Honors Convocation

Saturday, May 27, 2023: Baccalaureate

Sunday, May 28, 2023: Commencement

### *Department and Program Meetings*

Please consult your department chair or program director for department and program-specific calendar items, such as regular department meetings, seminars, student presentation days.

## Academic Calendar

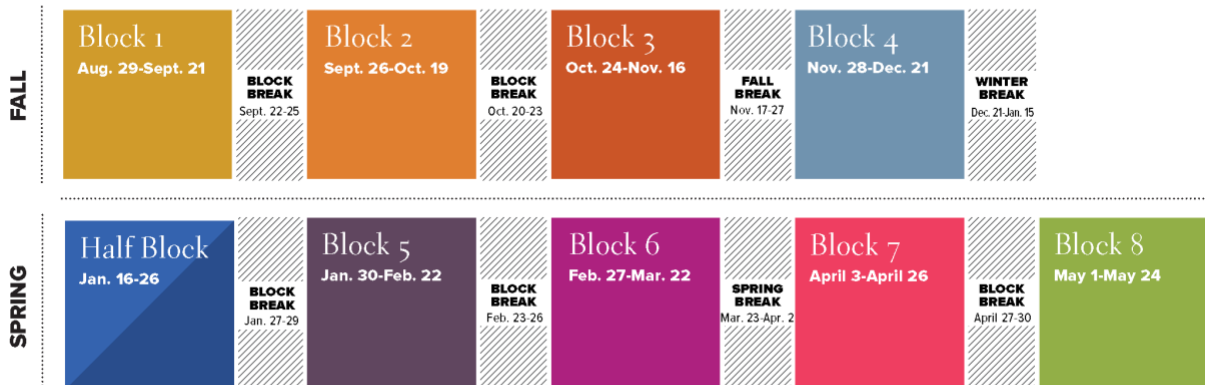
Faculty Forum (August 23, 2022) and Fall Conference (August 25, 2022) are two key beginning-of-year events. First day of class of Block 1 starts on Monday, August 29, 2022. There is a Fall Break between Block 3 and Block 4.

The college does not close on federal holidays that fall within a block and classes continue on these federal holidays (e.g., Labor Day). View the [full calendar online](#).

The academic year ends with Commencement on Sunday, May 28, 2023. The Summer Session provides optional opportunities for taking and teaching additional summer courses. Faculty interested in offering summer classes should contact the Director of [Summer Session](#). A call for interest goes to all faculty at the beginning of the fall semester.

# 2022-23 Academic Calendar

*Revised May 2022*



## Getting to Know CC

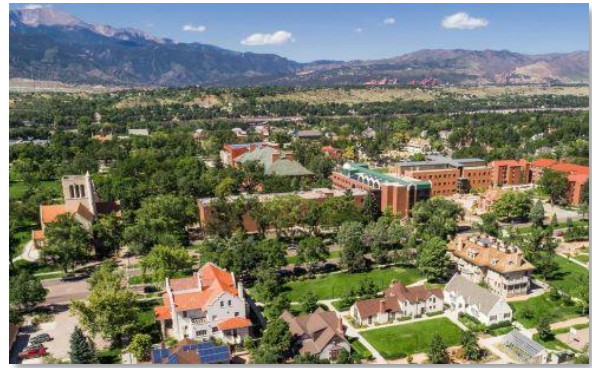
### *Land Acknowledgement*

Colorado College's mission of equity, diversity, inclusion, and antiracism requires that we acknowledge that we are unceded territory of the Ute Peoples. The earliest documented peoples also include the Apache, Arapaho, Comanche, and Cheyenne. We also acknowledge that academic institutions like Colorado College were founded upon histories of dispossession and forced removal and continue to enact exclusions and erasures of Indigenous Peoples today. Learn more from the extended list of tribes with a legacy of occupation in Colorado in the [Colorado Tribal Acknowledgement List](#) and the [Crown Faculty Center resource](#) for teaching and learning on indigenous lands.

### *The Campus*

Colorado College was founded in 1874, covers about 90 acres, and is located just north of downtown. Tava, now also known as Pikes Peak, the unmissable landmark, is to the west of the campus. The campus is compact, and buildings and venues are located within minutes of each other by foot or bicycle.

[View the campus map, the campus webcam, a historic walking tour, and campus master plan.](#)



### *The Block Plan*

The [Block Plan](#) was created and implemented by the CC faculty in 1970. Curious about how it came to be? Watch the [documentary](#) about the past, present, and future of the Block Plan.

### *Our Students*

CC has approximately 2,200 students. Read more about the incoming class in the [student profile page](#). In the last decade, the population of BIPOC and international students has increased by more than 60% while 10% of our incoming class are the first in their families to attend college. You can learn more about admissions and financial aid, student retention and graduation, and other information on [the student overview page](#).



### *Want More Facts about CC?*

This [CC Facts](#) page provides commonly requested data in an interactive dashboard format. It includes information on admission, cost of attendance and financial aid, enrollment, graduation and retention, alumni pursuits, faculty and staff, and finance.



## People and Resources

During new faculty orientation and your first year, you will meet colleagues from offices who will be helpful resources and collaborators for your work at Colorado College. Here is a starter list of people with whom you are most likely to interact as you start at CC.

### *The Office of the Dean of the Faculty*

The Office of the Dean of the Faculty oversees the departmental academic affairs at the college. Feel free to drop by our office on the second floor of Armstrong Hall or email us to ask questions or just to say “hello.” Visit our [website](#) for the full scope of the office’s work and the people in the office. The [Information for New Faculty](#) page might be especially useful. Once the academic year starts, you will also find useful forms on the [Dean of the Faculty Canvas page](#) (if you want to access the page now, here is an [enrollment link](#)).

Faculty Handbook: The Faculty Handbook contains information about the structure of the faculty, review processes, and governance committees. Familiarize yourself with the [Faculty Handbook online](#).

### *Accessibility Resources*

Disability is a significant aspect of diversity at Colorado College. This past year, Accessibility Resources provided access to academic and co-curricular experiences for 23% of CC's students who identify as having a disability. Some of the disabilities that students experience includes mental health concerns, learning disabilities, ADHD, chronic health conditions, physical disabilities, brain injuries, neurological disorders, and sensory disabilities related to vision and hearing. We also assist students with temporary medical conditions, such as concussions and other injuries. Extended time on exams, a distraction-reduced exam setting, print materials in accessible formats, and note-taking support are some of the academic accommodations used by students. In addition to arranging for accommodations, Accessibility Resources assists students with general disability-related concerns and provides support for managing academics on the block plan. Accessibility Resources supports faculty by consulting on classroom accommodations and individual student concerns. The [Faculty Resources](#) section of the [Accessibility Resources website](#) includes guidelines for working with students with disabilities and information on specific accommodations.

One of the ways professors can create an inclusive classroom is by providing a syllabus statement that invites students to talk with them about disability-related matters. Examples of syllabus statements can be found in the Faculty Resources information linked above. The Accessibility Resources staff values a close working relationship with faculty and encourages you to reach out at any time. Contact: [Jan Edwards](#) or [Sara Rotunno](#).

### *Bookstore*

Book orders are due no later than 8 weeks prior to the start of each block. Please submit all adoptions via the Adoption Insight Portal through Single Sign In.



### *Career Center*

The [Career Center](#) helps students connect their liberal arts experiences to their professional journeys. We support students as they develop self-awareness, explore different paths that align with their interests, connect with and apply to opportunities, and build and develop relationships. The Career Center team is always excited to partner with faculty from classroom presentations and curricular integration to alumni speakers and site visits.

If you have an idea about helping students reflect on their journey, we would love to have a conversation. For more information, visit the Career Center's [faculty page](#), [website](#), or contact Megan Nicklaus, Career Center Director, by [email](#) or phone: 719-389-6893.

### *Center for Global Education and Field Study*

The [Center for Global Education & Field Study](#) (CGE&FS) consists of three teams which engage in three primary missions related to mobility, off-campus study, and internationalization. The Field Study team supports faculty professional training, pedagogy, and curricular development related to field research and teaching, and coordinates and facilitates domestic field trips, including support for courses making use of CC's Baca Campus. The Education Away team coordinates both faculty-led off-campus programs (Block or semester) as well as partner programs through external providers and universities. Education Away also provides budgetary oversight of off-campus programs, administers need-based aid for study away programming, and offers risk and emergency management support. Finally, CGE&FS is home to the college's International Student & Scholars Services team, which offers a wide range of support to the college's population of visa-holding students and faculty, including immigration assistance, documentation, reporting, and compliance functions.



### *Colket Center for Academic Excellence*

With the goal of fostering an inclusive and antiracist campus where all students can be successful, the Colket Center supports student learning, cultivates academic skills, and promotes intellectual discussion. The Colket Center brings an assets-based approach to



our work, offering students opportunities for collaborative learning and peer teaching. They also contribute to faculty development and to the scholarship of teaching and learning on the campus. The Colket Center includes the Quantitative Reasoning Center, the Ruth Barton Writing Center, a Cultural and Linguistic Diversity Education Specialist, and a Thesis Writing specialist. They have a staff of eight professionals, two administrative support staff, and ninety student tutors. More than 75% of CC students use services offered by Colket each year. Professional staff in the center work with students one-on-one, teach workshops inside and outside of classes, as well as adjunct and block courses, and consult with faculty on issues related to learning and teaching. Please visit the Colket Center for Academic Excellence [website](#).

### *Department and Program Administrative Assistants*

The academic administrative assistants for departments and programs have a wealth of knowledge about the college and departmental resources. They can be a resource for getting you started with keys, ID card, office space and supplies, printer access, business expenses and research accounts among many other things.

### *Faculty Research Grants*

The Director of Faculty Research Support, [Tess Powers](#), provides comprehensive support for faculty seeking external funding for their scholarly and creative work. Tess has a variety of materials designed to help ensure that all faculty receive similar foundational information appropriate to their stage in the grant seeking process. The process begins with two hour-long sessions held one-on-one. In the first “Grants Orientation” – recommended in a faculty member’s first year – Tess provides an overview of the services she provides and near-term recommendations for becoming prepared for the process. In the second one-on-one session, Tess works with faculty to begin the development of a five-year External Grants Plan that documents key funders and next steps. For more, please see “[Developing a Long-Term Strategy for External Grants](#).” For more information, please contact [Tess Powers](#).

The college also has a number of [internal funding sources](#), including the SEGway program, which provides seed funding to support strategic activities that will help make future external grant proposals more competitive.

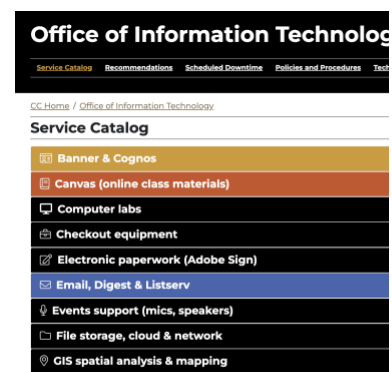
### *Human Resources*

Contact [Human Resources](#) with any questions about payroll processing, benefits and wellness, workers’ compensation, and HR policies and procedures.

### *Information Technology and Computing*

Contact ITS: at [its@coloradocollege.edu](mailto:its@coloradocollege.edu) or 719-389-6449 to order and set up your computer. The [ITS: website](#) is a helpful resource with commonly used how-to guides.

Your username and initial password are sent to the academic administrative assistant in your department. Your CC account has Office365 access, which includes cloud storage via OneDrive and the ability to download MS Office on your personal computer(s).



### *Office of Academic Programs*

The [Office of Academic Programs](#) (OAP) promotes engaged teaching and learning, academic innovation, student success, and research in the scholarship of teaching and learning. The OAP houses college-wide academic programs at Colorado College: The First-Year Program, the Common Read, and the Independently Designed Major (IDM). The OAP administers the first-year curriculum (CC100 and CC120) and partners with the CFC to offer a range of workshops, learning circles, and individual consultations regarding inquiry-driven, experiential, and transitions pedagogies. Contact [Aaron Stoller](#) for more information.

### *Student Opportunities and Advising Hub (The Hub)*

Staff advisors at the [Advising Hub](#) (often called “The Hub”) partner with students to help them transition to and through Colorado College so they can gain the most from their CC experience. Each incoming student is paired with a faculty advisor and a Hub staff advisor. Hub advisors help students navigate campus policies and procedures and also connect them to campus resources and opportunities. Students interested in taking time away from campus or taking a block off, need to contact the Hub to discuss possible ramifications (academically and financially) as well as to complete appropriate forms.

### *Summer Session*

Faculty may choose to teach courses in the [Summer Session](#). In addition to courses for undergraduate students, faculty can also propose teaching a 2½ week course in the Pre-College Program for high school students. Faculty can earn summer salary or have their summer teaching block count towards their regular teaching load. Contact [Jim Burke](#) with any questions regarding Summer Session.

### *The Butler Center*

[The Butler Center](#), named for one of CC’s earliest African American alumni who invested in the future of CC, serves as the student center for antiracism, diversity, equity, and inclusion. The Butler Center is committed to the cultivation of an antiracist campus through education, advocacy, and celebration. Key support and outreach happen through coalition building, identity development, advising, facilitated dialogues, educational workshops and one-on-one mentoring. We invite faculty to take advantage of the important opportunities for inclusive student support and engagement.

### *Tutt Library*

The staff at [Tutt Library](#) look forward to collaborating with new faculty in fostering intellectual exploration and discovery. They offer research expertise, collections, services, and technologies to support teaching, learning, and research; serve as a hub for academic excellence programs; create an inclusive environment that respects, appreciates, and enriches all individuals and groups in our diverse community; teach students to discover, create, and use information and knowledge with rigor and integrity; preserve and share Colorado College’s intellectual and creative works; and build distinctive collections related to our sense of place. You have a designated liaison librarian (see the “Find Your Librarian” tab [here](#)), but please feel free to contact any of them for assistance.

## FAQs

### *How do I get keys?*

Your department will need to order keys for you. Ask your chair or academic administrative assistant to order them for you. When the keys are ready, you will pick them up at [Facilities Services](#) (Van Briggie Building).

### *How do I get my Gold Card (CC ID card)?*

New employees may obtain a Gold Card when employment paperwork is complete. When you receive an email approving your Gold Card request, please go to Single Sign In: [www.coloradocollege.edu/ssi](http://www.coloradocollege.edu/ssi) and choose **Gold Card Management**. From there select **Photo Upload** and follow the guidelines to upload your photo. You will receive an email when your card is available for pick up. Be prepared to show a photo ID.

### *How do I get information about my basic IT set up? (email, network drives, setting up printers, voicemail)*

The ITS page has all the [commonly used set up guides](#) that new employees find helpful. An [Email signature generator](#) is available. College logos and other visual identity resources, including a link to request electronic departmental letterhead can be found on the [Office of Communications Visual Identity Resources website](#).

### *Where can I find information about parking?*

Visit the [parking website](#) for more information.

### *Is there support for faculty presenting at conferences?*

All full-time tenured and tenure-track faculty, adjunct faculty, lecturers, Riley scholars, and year-long visiting faculty are eligible for Dean of the Faculty Office travel funds to attend or present at one in-person conference or fund registration for a virtual conference. Read more about the [conference grant program](#).

### *I plan to take students on field trips. Where can I find support for planning? How do I use college vehicles?*

Discuss your interest and your plan to take students on a field trip first with your department chair/director. In addition, contact the Director of Field Studies and read more about [planning field trips and request the field trip planning handbook](#) from Drew Cavin ([dcavin@coloradocollege.edu](mailto:dcavin@coloradocollege.edu)). Be certified as a driver (optional, e.g., to take students on a field trip). For field trip transportation options, visit the [Facilities: Transportation page](#) about renting CC vans, getting van certified, and chartering CC vehicles with drivers.

### *Do we proctor exams? What is the Honor Code?*

CC students abide by the Honor Code that is run by the student-led Honor Council to promote personal responsibility and academic integrity. Learn more about the principles and procedures on the [Honor Council webpage](#). It is important to explain to students, as part of the syllabus and instructions accompanying exams, what resources they may or may not use and what citation expectations apply to assignments. Exams are unproctored.

### *I have a student who wants to join my class, but they cannot "add" the course because they do not have the prerequisites. What should I do?*

Banner checks if a student has the required prerequisites. If a student does not have the prerequisites, they may contact you for your COI (consent of instructor) code. You will find

your COI code in Banner, under Faculty Services, Your Teaching Schedule. It is a 6-digit PIN that changes every semester. With your COI code, the student will be able to add the course.

*How are class waitlists managed?*

Classes are typically capped at 25 students. Your class may have a wait list, and you may receive emails from wait-listed students about getting into the class. It is up to the instructor to accept additional students. Under extraordinary circumstances, at the instructor and the department chair's request, the Associate Dean of the Faculty may permit a class to admit a total of up to 29 students.

Wait lists are dropped the day before the block begins, and your class list and wait list will be emailed to you. Discuss with your chair/director the departmental process for admitting students from the wait list. For many courses, students are admitted starting from the top of the list. However, in some situations, students who are closest to graduation and need the course are admitted first. Therefore, it is important to seek advice from the department.

*When and how often should I have office hours? How often can I schedule afternoon class?*

Check with your chair/director regarding expectations for office hours, afternoon labs and class sessions, etc. In general, one should publish in the syllabus all afternoon class sessions. Doing so allows students to plan their activities and employment schedule.

*Where can I find a collection of campus policies and academic policies?*

The college policies page has an [index of policies](#) most relevant to faculty members. The section of [academic and student life policies](#) contains information about grading, grade tracks, academic standing, course enrollment changes, and other important policies.

*I am bringing in grant/sponsored research. What should I do?*

Contact [Tess Powers](#) for support for transferring grants and sub-awards, and to review and discuss equipment transfer and moving, grant-buyout procedures.

*I am an international faculty member and the college is sponsoring my work and immigration visa. Where can I get more information?*

Stay in communication with the college's liaison for your case—it is typically a staff person in the Global Education office who will have been working with you since you received your job offer. Remain informed about the visa application and work with your department chair and Dean of the Faculty if the visa approval process encounters delays.

*What are the students' graduation requirements?*

All students must have 32 units of academic credit, complete a major, and complete the general education requirements. The details of the graduation requirements can be found on the [Registrar's website on academic requirements](#).

*Can I find out more about campus safety? Do you publish past statistics?*

The [CC Campus Safety office](#) has multiple programs, ranging from bicycle registration, self-defense classes, to overseeing the emergency notification system (RAVE). You can learn about their programs and campus statistics on their website.