



# New Faculty Guidebook



Office of the Dean of the Faculty  
2024-2025

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## President's Welcome

Dear New Faculty,

Welcome to Colorado College! I am so glad you're joining our community.

When I first came across the opportunity to teach at CC — in 2011, as a Riley Scholar on a nine-month contract — I had never heard of this place. But after a little research, it didn't take me long to become intrigued. As a developmental educational psychologist, I was drawn to the Block Plan because all of my research about how adolescents learn best is realized in our academic model. Thirteen years later, I'm still here. I truly believe that the way we teach the liberal arts — encouraging deep focus and immersion, learning through failure and adaptation — prepares students for any path they might choose beyond CC. I also believe the Block Plan provides the necessary space for students to form their own identities and discover their passions outside of the classroom.



It takes a special kind of educator to deliver a semester's worth of material in less than a month — and we hired you because we know you have what it takes. While I'm in an administrative role now, I am and always will be a teacher at heart. I helped create a major, taught in our FYP and Bridge programs, chaired the department, and was promoted to full Professor earlier this year. I know the journey well and have encountered the challenges and rewards of teaching on the Block Plan. Please know that my door is always open.

You are coming to CC at a time of change, both on campus and around the globe. The world is grappling with the role of college campuses, the value of the liberal arts, and the concept of academic freedom. Amid all this tension, we must prepare our students with the tools to problem-solve, reconcile conflicting ideas and perspectives, and listen with empathy. If we can achieve one thing, it will be to nurture our students' love of learning for a lifetime.

I look forward to connecting with you this academic year, and I can't wait to learn more about you and your work.

Sincerely,

Manya Whitaker  
Interim President  
Professor of Education



## 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 brings 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 2024, 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 instructional coaches in the Crown Center for Teaching. 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,

A handwritten signature in blue ink that reads "Emily Chan".

Emily Chan

Dean of the Faculty

## Introduction to the Crown Center

The Crown Center for Teaching (CCT) is a resource for educators who want to expand and hone their teaching toolkits. It mobilizes students, staff, and faculty to collectively cultivate a learning community that co-creates innovative, inspiring, inclusive, and equitable educational experiences. The CCT aims to do the following through its programming and services:

- To foster curricular innovation through collaborative partnerships between faculty, staff, and students.
- To build educational awareness, knowledge, and skills about innovative pedagogies and curriculum development.
- To provide opportunities to learn and implement evidence-based pedagogies to facilitate dynamic, inclusive, and equitable educational environments across the institution.
- To support educators in varied institutional roles, at different career stages, and working in a multitude of disciplinary areas.
- To promote scholarship across field areas including research on teaching, learning, and educational development.

The CCT is directed by Ryan Raul Bañagale (Associate Professor of Music) in his role as an ACM Mellon Academic Leadership Fellow and Assistant Dean of Faculty. Jessica Hunter serves as Associate Director of the CCT, with a focus on connectivity in educational opportunities across the college. The Mentoring Alliance Program is directed by Scott Krzych (Associate Professor of Film and Media Studies). Lead Instructional Coaches, Tina Valtierra (Associate Professor of Education) and Santiago Guerra (Associate Professor of Southwest Studies) organize and facilitate the Instructional Coaching Program. The Creativity and Innovation program is directed by Kris Stanec (Senior Lecturer Emerita in Education) with Program Coordination support by Madeline Brooks.

New faculty members are immediately a part of several Crown programs, including the 3-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 email digest, about CCT events, programs, and opportunities.

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

**The Instructional Coaching Program:** This teacher development program is designed to support CC educators’ anti-oppressive pedagogical development. The program leverages CC faculty knowledge and skills by providing 1:1 coaching by trained senior faculty that serve as pedagogical thought partners, observing and supporting the development of one “coachee” colleague throughout an academic year. Faculty interested in coaching should contact Professor Tina Valtierra or Professor Santiago Guerra who manage the Instructional Coaching Program.

**The Creative Courage Faculty Cohort:** This year-long program offers a cohort of faculty opportunities to explore options for incorporating creative thinking and problem-solving activities into their courses. The program begins with an immersion in either August or over

the first block break. Find the full [Creative Courage Cohort description and how to apply on the Creativity and Innovation website](#).

**SWARGS (Scholarly Writing and Research Groups):** If you are interested in joining or forming a writing and research accountability group, please contact Professor Ryan Bañagale.

Visit the [Crown website for other programs and opportunities](#).

## Key Dates for New Faculty

**August 15: 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 16, 19-20: The New Faculty Orientation,** hosted by the Dean of the Faculty's Office and HR, officially welcomes you to CC and 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 three days, 8:30 am - 4 pm on Friday (16), and 8:30 am - 5 pm on Monday and Tuesday (19-20), with breakfasts and lunches provided. Open to new tenure track faculty, one-year visiting faculty, and Riley Scholars.

**Week of August 19:** 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 22: 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 26: Opening Convocation.** Every year, the first day of class is marked by Opening Convocation where faculty members don their regalia to celebrate the beginning of the academic year. Class starts at 10:30 am, after the end of Opening Convocation.

**Throughout the academic year:** There will be additional welcome/onboarding activities throughout the first year. Some of these will be in person and some might be online mandatory trainings. You will receive more information through email.

### **Additional major academic events**

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

Saturday, May 17, 2025: Baccalaureate

Sunday, May 18, 2025: Commencement



### *Department and Program Meetings and Events*

Please consult with your department chair or program director for department and program-specific calendar items, such as regular department meetings, seminars, student presentations, speaker series, alumni events, and other departmental events.

### *Academic Calendar*

Faculty Forum (August 22, 2024) and Fall Conference (August 15, 2024) are two key beginning-of-year events. Classes begin with Block 1 on Monday, August 26, 2024. There is a Fall Break in the middle of Block 4.

The college does not close on federal holidays that fall within a block and classes remain in session on these federal holidays (e.g., Labor Day). View the [full calendar online](#). Please also be aware of [religious holidays on the Block Plan](#).

The academic year ends with Commencement on Sunday, May 18, 2025. Faculty are expected to attend Baccalaureate and Commencement events to celebrate the graduation of the class of 2025. If you do not own academic regalia, the Office of the Dean of the Faculty covers the rental cost.

In addition to the regular academic year (fall semester, spring semester), Summer provides optional opportunities for teaching additional summer courses. Faculty interested in offering summer classes should discuss their interest with their department chairs. A call for interest goes to all faculty at the beginning of the fall semester.

## 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 [College information page](#) for Indigenous community at Colorado College.

### *The Campus*

Colorado College was founded in 1874, covers about 90 acres, and is located just north of downtown. Tava, commonly known as Pikes Peak, is in the distant west. The campus is compact, and buildings are located within minutes of each other by foot or bicycle. [The Zeb](#) is a free shuttle that connects campus and downtown. [View the campus map, information for self-guided campus walking tour \(on history, trees, sustainability\), 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 history of the Block Plan.

### *Our Students*

CC has approximately 2,200 students. Read more about the incoming class in the [student profile page](#). More than a quarter of the students identify as BIPOC, and 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](#).



### *Shared Governance*

CC embraces a [shared governance](#) model, referring to the shared responsibility of faculty, staff, students, administrators, and the Board of Trustees in stewarding college matters.

### *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 faculty 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](#).

**Coffee, tea, and hot chocolate:** The Office of the Dean of the Faculty invites you to visit the Cossitt Lounge in Cossitt Hall to have meetings with fellow colleagues, grade in a community setting away from your office, prepare for a new course, or do some writing for your research project while enjoying fresh brewed coffee and other hot beverages, compliments of the Office of the Dean of the Faculty. No reservations needed to use this drop in communal space.

### *Accessibility Resources*

Disability is a significant aspect of diversity at CC. Accessibility Resources supported access for about 25% of CC's students who identify as having a disability. Disabilities that students experience include mental health concerns, learning disabilities, ADHD, chronic health conditions, autism, physical disabilities, and sensory disabilities related to vision and hearing. We also assist students with temporary medical conditions. Accommodations take multiple forms, such as extended time on exams, distraction-reduced exam setting, print materials in accessible formats, and note-taking support. 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. Contact [Sara Rotunno for support](#).

### Sample Syllabus Statement:

Colorado College is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any disability-related barriers to learning in this course, please discuss your concerns and/or approved accommodation with me. I would like us to discuss ways to ensure your full participation in the course. Additionally, if you have not already done so, please connect with Accessibility Resources, the office responsible for coordinating accommodations and services for students with disabilities: [accessibilityresources@coloradocollege.edu](mailto:accessibilityresources@coloradocollege.edu), 719-227-8285, Armstrong 219.

### 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. The CC Bookstore offers all CC employees a 10% discount on all personal purchases and a 20% discount on all department purchases (excludes textbooks). Contact: [Jessica Kolke](#)



### 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. For more information visit the Center's [faculty page](#), [website](#), and contact Brett Woodard, Career Center Director [bwoodard@coloradocollege.edu](mailto:bwoodard@coloradocollege.edu) or 719-389-6893.

### Center for Global Education and Field Study

The [Center for Global Education and Field Study](#) (CGE&FS) consists of three teams. (1) The Field Study team supports faculty related to field teaching and research, and coordinates domestic field trips, including the use of CC's Baca Campus. Contact: Drew Cavin [dcavin@coloradocollege.edu](mailto:dcavin@coloradocollege.edu) (2) The Education Away team coordinates both faculty-led off-campus programs (block or semester) as well as partner programs through external providers and universities. The Director of Global Education oversees budgets and risk-management of off-campus programs and administers need-based aid for study away programming. Contact: Allen Bertsche [abertsche@coloradocollege.edu](mailto:abertsche@coloradocollege.edu). (3) The International Student and Scholars Services team offers support to visa-holding students and J-1 faculty. Contact: Marlene Arnold [marnold@coloradocollege.edu](mailto:marnold@coloradocollege.edu).



### 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 Center uses an assets-based approach, offering students opportunities for collaborative learning and peer teaching. Professional staff in the center also contribute to faculty development and to the scholarship of teaching and learning on the campus. Colket is the umbrella center for five centers: the Quantitative Reasoning Center, the Ruth Barton Writing Center, the Office of Culturally and Linguistically Diverse Education, the Speaking Center, and GIS Center. They have a staff of nine professionals, one administrative assistant, and ~165 student tutors. 90% of CC students use Colket services. Professional staff work with students one-on-one, support student theses and research, teach workshops, teach adjunct and block courses, and consult with faculty on issues related to teaching and learning as well as their research.

### *Collaborative for Community Engagement*

The Collaborative for Community Engagement (CCE) co-creates community-engaged learning experiences in and alongside the classroom to develop students into engaged citizens who invest their education in the public good. We get students engaged in community, help to prepare them to engage intentionally, work to integrate community work into classroom experiences, cultivate community partnerships, facilitate collaboration, and bring community to campus as co-educators. If you are interested in community-engaged teaching, the CCE can connect you to community-partners, serve as a thought partner in course design (particularly how to adapt CEL to the block plan), provides resources and workshops to support faculty in learning about engaged pedagogies, offers mini-grants if you need financial support, and manages the CEL course tag. [Visit the “faculty hub” on the CCE webpage](#), or email CCE Director Dr. Jordan Travis Radke at [jradke@coloradocollege.edu](mailto:jradke@coloradocollege.edu), for more information.

### *Creativity & Innovation*

Creativity and Innovation (C&I) supports, cultivates, and amplifies creative teaching and learning across campus. C&I staff collaborate with faculty across disciplines to develop exercises and assignments that help students transform uncertainty into possibility, generate multiple solutions to complex problems, collaborate across differences, and bring playfulness, exploration, and experimentation into their academic experience. The program hosts workshops, events, Innovators in Residence, grants for student projects, and offers one-on-one mentorship for faculty who wish to integrate creativity-related pedagogies into their courses. Contact Kris Stanec [kstanec@coloradocollege.edu](mailto:kstanec@coloradocollege.edu) for more information.

### *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*

Director of Sponsored Research Tess Powers provides comprehensive support for faculty seeking external funding for their scholarly and creative work. The office offers a variety of resources — including help identifying potential funders and one-on-one grant planning support — designed to position faculty for success regardless of their experience with grant-seeking. Faculty are welcome to reach out to the office well in advance of needing the funding. For example, Tess works with faculty to develop a multi-year External Grants Plan that documents key funders, deadlines, and strategic next steps. Please review the [External Grants Overview](#) to learn more about how faculty are supported in the grant-seeking process. 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 activities that help make future external proposals more competitive.

### *Human Resources*

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

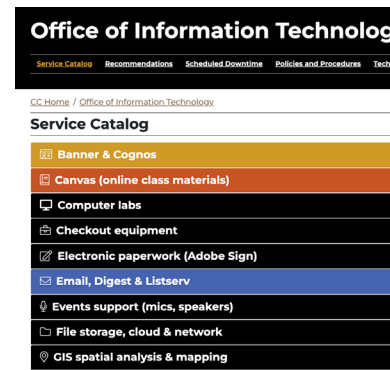


### Information Technology and Computing

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 how-to guides.

All employees (staff and faculty) must purchase computers through ITS. All software purchases must also be approved by ITS.

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: 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 Crown to offer a range of workshops, learning circles, and individual consultations regarding inquiry-driven, experiential, and transitions pedagogies.

### Registrar's Office

The Registrar's Office maintains academic records and implements academic policies and procedures. As faculty, you and your students will interact with many [registrar office services, most of which can be completed online](#), such as , such as adding and dropping courses, grade track changes, changing faculty advisors, declaring majors and minors, and registering for thesis and independent studies.

There is a dedicated page for [Registrar's faculty resources](#), such as information on [grades and grade tracks](#), [how to enter grades](#).

### 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.

### The Butler Center

[The Butler Center](#), named for one of CC's earliest African American alumni 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.



### *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.

### *Wellness Resource Center*

Within the context of the holistic well-being and health education of students, the [Wellness Resource Center](#) works in three primary focus areas: sexual violence prevention and response; substance use education and abuse prevention; and mental health promotion and suicide prevention. These themes touch all CC students' lives and Center strives to equip students with the tools to navigate challenges and participate in campus life in ways that are inclusive, trauma informed, and consent oriented.

The center has a dedicated [resource for syllabi statements](#) that support our holistic efforts to support student wellness. Faculty colleagues also have contributed to a ["10 Tips for Syllabi/Course Policies"](#) resource.

If you are concerned about the immediate safety of a student, call Campus Safety 719-389-6911.

If you want to refer a student to the College's [Care Team](#) because you are concerned about the student, [use the Referral Form](#).

## FAQs

### *Where Can I Find Resources to Help Get Ready for the Start of Class?*

Read this helpful DocuGuide prepared by the Crown Center on “[The Basics of Teaching on the Block](#).” Faculty colleagues have contributed to a “[10 Tips](#)” document to help create [syllabi](#), with sample syllabi statements and course practices to create a culture of care.

We also encourage faculty to use Open Education Resources to reduce the cost of course materials for students (see DocuGuide on “[Using Open Education Resources](#)”). The College uses Canvas as our Learning Management System (online LMS) and all courses have a Canvas course-base created. [Learn about how to use Canvas online](#).

### *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, lecturers, Riley scholars, and yearlong 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 will be taking students on field trips. Where can I find planning info? Can I use college vehicles?*

Discuss your interest and your plan to take students on field trips first with your department chair/director. In addition to core academic matters of content and pedagogy, you will need to consider logistics, risk-management, and funding. 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)). For field trip transportation options, visit the [Facilities: Transportation page](#) about renting CC vans, getting certified to drive a CC vehicle, and chartering CC vehicles with drivers.

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

Exams are not proctored at CC.

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, what you allow students to do with AI and chatbots, and what citation expectations apply to assignments.

*Do we have a CC policy on use of generative AI?*

The College's faculty and staff are actively discussing broader institutional guidelines and resources. [Crown Center AI resources](#): syllabus statement resource, pedagogy tools, guidelines, etc.

*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. See Registrar's FAQ page (scroll down) for [instructions](#).

*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 up to four 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 more than 29 students.

Wait lists are dropped the day before the block begins. You will be emailed your class list and your waitlist on Friday before class starts (the waitlist is then removed from Banner over the weekend). You can also log on to Banner the week before classes start to view and print your waitlist. 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. If you have afternoon classes and field trips, it will be important to email this information to students prior to the first day of class. Doing so allows students to plan their activities and work schedules.

*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.

*How do I view my research account balance?*

You will receive a monthly email with the balance of your research account. You can also [log into Banner to review all transactions of your research account](#).

*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 the legal counsel 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. There is a dedicated page for [information on safety and emergency preparedness](#) resources and contacts.