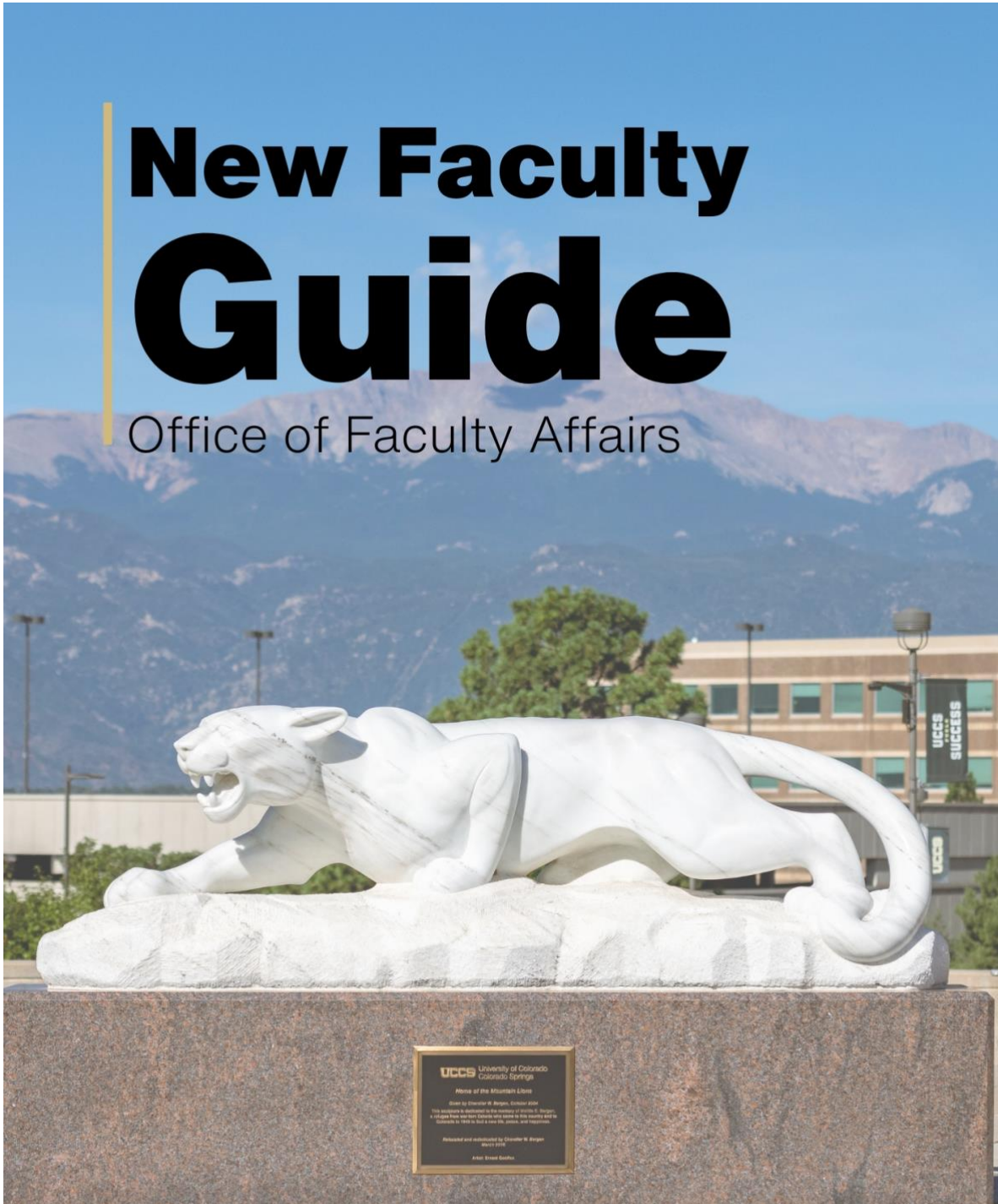


New Faculty Guide

Office of Faculty Affairs



University of Colorado
Colorado Springs

2026-2027

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1. Before Arriving on Campus

a. HR new employee onboarding checklist

HR's [New Employee Checklist](#) should be completed prior to the first day of work.

b. Textbook adoption and TAAP

Textbook adoption timelines

Textbook adoptions are due several months prior to the start of a semester so the campus store has sufficient time to order materials. For the Spring semester, textbook adoptions are due in October. For the Fall semester, textbook adoptions are due in April.

This means that if you are hired after the textbook adoption deadline has passed, you may receive an automated grumpy email that is out of context. That email will provide a link where you can log into the textbook adoption portal and choose your textbook materials, and hopefully you will see that the person who last taught the class has already selected materials for the upcoming semester. During your first semester, we suggest sticking with the previously used materials to reduce the amount of time required to prepare for class.

Here is more information about [textbook adoptions and access options](#) at UCCS.

How does TAAP work?

UCCS provides textbooks through the [Textbook Access and Affordability Program \(TAAP\)](#).

Students have the choice to pay a flat rate per credit hour for all of their courses instead of buying their supplies one by one. Students who "TAAP in" will receive all required physical and digital course materials on the first day of the semester without placing individual orders.

All students are automatically enrolled in TAAP membership with the option to "TAAP out." Each student will have a personalized value sheet within their portal; they will then be able to make an informed decision to keep their membership or to TAAP out. When TAAPing out, it is all or nothing. Students either TAAP out entirely or stay in for all courses. Students can change their mind and choose to "TAAP in" until the Census date.

Other considerations for textbook adoptions

- Textbooks/materials can be listed as required, recommended, optional, or no textbook. TAAP will only provide “required” materials to students.
- UCCS serves a lot of military-affiliated students. For those students whose education is funded through military benefits, they will not have their textbook paid for unless the textbook is designated as “required.”
- You may consider [Open Educational Resources \(OER\)](#) for your classroom. These can be good resources in some cases. There are some incentives for OER adoption.
- The [UCCS Excel Centers](#) have many physical copies of textbooks available on reserve for students to use while in the Excel Centers. Therefore, it is usually possible for students to access the textbook at no cost.
- The [UCCS library](#) also has some physical and digital copies of textbooks available for students to check out. You can request items be added into the [course reserves](#) to help ensure students can access the materials in the library. In addition, the UCCS library may be able to purchase textbooks we do not currently have access to, though the process may take a few months. To find out if we can get a textbook, faculty should reach out to their designated subject matter [liaison](#).
- The best strategy for textbook adoption varies widely by course and subject (lecture vs lab, lower vs. upper division). We recommend talking with faculty who have previously taught that class to get some opinions on how to proceed.
- Oftentimes, faculty can get desk and examination copies of materials they are considering adopting from a wide variety of publishers. Before purchasing anything, we recommend that you check publishers’ websites to see if this is an option.

c. Parking pass

The [Parking and Transportation Services](#) website has parking maps, ideas for alternative commute options, dates for permit sales, and other information.

The following link takes you directly to [Employee parking permit options](#) and pricing.

[Campus Parking Map](#). There are free options for parking! All 500 series lots are free parking. The lot closest to main campus is lot 540, which is commonly referred to as “dirt lot.” There is a free shuttle that runs approximately every 15 minutes with multiple stops on campus. Please note that shuttles tend to be very crowded in the mornings the first few weeks of the semester so please arrive extra early!

If you purchase a Central Campus parking permit, expect to spend a few minutes searching for parking if you arrive between 8:30 am – 3:00 pm, Monday – Thursday. Parking lots are

especially crowded the first week of school, so plan on arriving with plenty of time (30+ minutes) to find a parking spot. If all the Central Campus lots are full, parking is usually available in the Alpine Garage or Border lots, although these will require a further walk.

Hourly parking is available in Lot 220. There is a kiosk in the northwest corner of the lot that you can use to pay for parking. You will need to know your license plate number or you can sign up for [ParkMobile](#).

Note that parking is free across campus Sat-Sun but the shuttle does not run on those days.

d. IT Help

For technical difficulties setting up login accounts, please [contact UCCS IT](#). IT support is available via email, live chat, and phone during hours outlined on their website. You can also browse the [Help Desk Knowledge Base](#) for many answers to common IT questions.

e. Library help

The [Kramer Family Library](#) supports faculty by providing personalized access to research resources, consultation services, and tools that enhance teaching, scholarship, and professional development. Library liaisons can offer individualized support (including but not limited to): finding materials for course preparation and research; reviewing search strings/research support, offering library instruction services, and answering questions about the library and its offerings. Your liaison should reach out near the beginning of the semester, but if you want to reach out soon, you can use this link to find your designated librarian [here](#).

f. Planning for the semester (academic calendar, course schedule, what to expect)

Academic Calendar

The [Academic Calendar](#) includes the dates for the beginning/end of the semester, breaks, Census date, final drop date, and any holidays. The [Course Information Center](#) has a link to access the final exam schedule, where you can find final exam times based on the course schedule. *Census date* is the last day for students to enroll, and the last day they can drop the course without being charged.

Course Schedule

You can locate your course schedule by logging into the Portal and changing to the “Faculty” option from the drop down menu near the top left of your screen. Here you will find the room number for each course, the time, and a list of students who are enrolled. If needed, you can contact all students in a course using the Portal. Class rosters are also added to Canvas for your convenience – these rosters also include any waitlisted students so they have ready access.

What to expect?

Experiences will vary widely based on course load, course modality, course type, course size, prior experience, etc. Here are a few things to consider as you're thinking about teaching for the first time at UCCS.

- You may want to begin preparing your courses prior to your official start date. The first week is packed with obligations such as new faculty orientation and required HR new employee in-person sessions and online trainings. This schedule does not leave very much time to prepare your courses.
- If you are teaching a lab course, you may want to inquire about required supplies and ask if anything needs to be ordered prior to the start of the semester.
- You are welcome to reach out and ask for help getting settled prior to your official start date. Many faculty will be happy to give you a tour and connect you to resources.
- You must be on-campus during your assigned teaching times for in-person classes.
- Office hours may be in person or virtual, scheduled at your convenience, and as long as students have reasonable access to you. Some programs require a specific number of office hours—check your bylaws and consult your department chair.
- Typically, new faculty will be provided with materials from the last time the course was taught, if this has not been offered to you, it's worth asking someone.
- Advocate for yourself and ask for what you need. Other faculty will typically be happy to help, but they may not anticipate your needs or remember to check in.
- The Office of the Registrar provides guidance on class cancellations (including snow days), adding, dropping, withdrawing from classes, and other student policies. Department chairs and associate deans are also available to answer questions about course preparation and academic procedures.

2. First Few Days on the Job

a. Department Tour

Prior to your arrival on campus, communicate with someone to ask them to show you around on your first day. This person could be the department chair, the hiring committee chair, or someone in your sub-discipline.

On the tour, make sure to see the following locations:

- Your office
- Department chair office, HR professional office, conference room, supply and copy room, fridge and microwave, and faculty bathrooms.
- Lab classrooms
- Lecture classrooms
- Excel Centers
- Designated offices and classrooms

b. Keys & Your Office

Obtain keys from the HR professional in the front office. You will be given two keys.

- One key is an office key.
- The second key will open the building in case you need after-hours access.
- If you ever forget your keys or lock yourself out, ask to borrow someone else's keys. If nobody is around, you can call [UCCS Police](#) at (719) 255-3111 police and they will let you in.

In your office you will find a desk, chair, bookshelf, and often a whiteboard is provided for you. Most faculty do not have desk phones, instead work-related calls are done through Microsoft Teams or your cell phone. For any other furniture needs, please ask the chair.

c. Technology Set-Up

Work with the HR and Finance Professional to request a computer, printer, or other technology you may need. They will coordinate the purchase with the Office of Information Technology and with the College.

d. Meet Essential Personnel

During your first week, make sure you meet the following people:

- Department chair
- Finance and HR Professional
- Faculty in your sub-discipline (check department website)
- Faculty in affinity committees to enhance belonging, such as Faculty Equity and Inclusion Committee ([FEIC](#)), Faculty Assembly Women's Committee ([FAWC](#)), [PRIDE](#), [DISABILITY](#), as well as Instructional, Research and Clinical Faculty ([IRC](#)) and [SUSTAINABILITY](#) committees

e. Required Orientation Programs

If you are beginning in the fall, you should receive an invitation to BOTH New Employee Orientation and New Faculty Orientation. Please reach out to HR if you do not receive both invitations.

New Faculty Orientation is a required orientation for all new faculty and is jointly sponsored by the Office of Faculty Affairs (OFA), the Faculty Resource Center (FRC), Human Resources (HR), and the Office of the Provost. This comprehensive three-day orientation, held during the week before the start of the fall semester, begins with an overview of Academic Affairs led by OFA the first day, then incorporates **New Employee Orientation** led by HR the second day to provide guidance on employee benefits and required employee trainings related to the [Office of Institutional Equity](#) and [FERPA](#). OFA and FRC provide additional programming on the second day designed to introduce new faculty to all the resources available on campus. The **New Faculty Retreat**, led by the FRC on the third day, further supports new faculty in preparing for classes. Together, these sessions are designed to help new employees feel welcome, introduce them to the university, and familiarize them with essential campus resources, policies, services, teaching support, and employee benefits. Attendance is required, and new faculty will receive email invitations with registration details, including orientation dates and times. Because New Faculty Orientation is offered only once each year, faculty hired in the spring are expected to attend the next available orientation in the fall.

f. Email Set-Up & Organization

This job entails **a lot** of emails. It is highly recommended that you establish an Outlook organization structure for your email early on to keep your inbox organized and manageable. [Here](#) is a link to learn more about how to organize your emails using Outlook. Here are some example suggestions for how to organize your inbox:

- Create a folder where you save important emails from students that you may need to reference in case of grade disputes.
- Create a folder where you save important emails regarding policy updates and important information you'll need to reference later.

- Create a filtering system that will automatically direct all mass-sent emails to a specific folder. You can choose to check this folder only once every day or two to reduce inbox clutter and distractions. For example, emails sent to faculty@uccs.edu and college-specific listservs can probably be automatically directed to this folder.
- Create a “needs action” folder to avoid forgetting about emails that you haven’t responded to yet.

You should be automatically subscribed to several important email listservs, including faculty@uccs.edu, as well as the email listservs for your specific college. If you haven’t received any emails from these email addresses within the first two weeks of school, please contact IT to verify that you are subscribed to the correct listservs. Occasionally the automatic subscription doesn’t go through, so it’s worth double checking to ensure you don’t miss important information.

g. Watermark

Colleges conduct appointment reviews for faculty across ranks in a platform called [Watermark](#). You will log into the system with your UCCS credentials where you can add publications, service and leadership activities, and teaching documentation. You will also keep an updated CV in this system, so a good place to get started is by tracking your accomplishments in this [recommended vita format](#). Additional Watermark resources can be found [here](#) or reach out directly to ofa@uccs.edu.

h. Important Campus Locations

Here is a link to an [interactive campus map](#).

i. IT

Occasionally, you may need to seek in-person IT support. IT is located in the El Pomar Center, Room 108 (bottom floor, beneath the library).

j. Dining

The University Center features **Big Cat Coffee** for coffee, tea, and snacks; **Café 65** for quick meals and convenience items; and **Clyde’s Gastropub** for pub-style dining. Free coffee is also available at the Excel Centers.

View all campus dining options and hours [here](#).

k. Other Important Resources Quick Link

In case we've missed anything, this page includes [quick links to key faculty resources](#), along with additional campus resources to explore. For more information, refer to the materials from the New Faculty Orientation Resource Fair in your NFO folder.

- [UCCS General Institutional Description](#)
- [Safety and Security on Campus](#)
- [Academic Freedom and Free Expression on Campus](#)
- [AI on Campus](#)
- [Conflict Management](#) and [Difficult Conversations](#)
- [Office of Institutional Equity](#)
- [Internal Funding/Research/Travel Support](#) (also see below faq)
- [Research Involving Human Subjects](#) (IRB Manager)
- [Institutional Research](#)
- [Office of Sustainability](#) and [UCCS Farm](#)
- [MOSAIC Peer Mentors](#)
- [Gateway Program](#)
- [Compass Curriculum/Writing Across the Curriculum](#)
- [Office of the Registrar](#) (academic catalog and [advising services](#))
- [FERPA \(The Family Educational Rights and Privacy Act\)](#)
- [Academic Integrity](#)
- [Honors Program](#)
- [Disability Services](#)
- [Family Development Center](#)
- [Wellness Programs/Counseling Services for Faculty](#)
- [Student Government](#)
- [Work Orders](#)
- [Special Events and Significant Guest Speaker Permitting](#)
- [Visitor Parking](#)
- [Faculty Housing Assistance Program \(FHAP\)](#)
- [CU Travel Card](#)
- [Other CU Employee "Perks"](#) (Rental Cars, Elitch Gardens, MOVE app, free access to newspapers)

3. Preparing for Teaching

a. Portal

You can access your course schedule by logging into the Portal and changing to the “Faculty” option from drop down menu located near the top left of your screen. This will show the room number for each course, the time, and the list of students who are enrolled. If needed, you can contact all students in a course using the Portal. You will also use the Portal to enter students’ final grades at the conclusion of the semester.

b. Canvas

Canvas is the Learning Management System used by UCCS. Faculty are highly encouraged to post course content on Canvas, including the syllabus, course schedule, lecture slides, and homework assignments.

You can use Canvas to do the following:

- Communicate with students about the course
- Share the syllabus
- Assign digital homework
- Manage grades
- Post lecture materials, reading, and video links
- Host class discussion boards
- Assign student peer review
- Pre-record lecture videos
- Schedule virtual meetings for the course
- Grade homework and provide feedback to a student on their work
- Design rubrics for grading assignments
- View student participation
- And much more!

Creating a well-organized Canvas shell is a critical part of preparing for teaching. You can import materials from previous courses, so next time you teach a course you will be able to re-use all of your materials. To ask for access to a Canvas shell from a previous course, email Dave Anderson and ask him to add you as an instructor to that course.

The Faculty Resource Center has a lot of training and tutorials available for help including [getting started with Canvas](#). During New Faculty Orientation, you will also have time to familiarize yourself with Canvas with the help of the FRC.

c. Faculty Course Questionnaires

Faculty Course Questionnaires (FCQs) are the method at UCCS for administering student evaluations of the instructor. Students complete anonymous FCQs at the end of each semester, and faculty will receive the report typically ~2 weeks after final grades have been entered. Regents' policy requires that each unit use **at least three measures** for teaching evaluations for both annual merit reviews and Reappointment, Promotion, and Tenure decisions; FCQs must be used as one of those measures.

Any evaluation based on FCQs numerical ratings may be used for **no more than one third** of the overall teaching rating of the faculty member. Please refer to your department's annual merit review criteria and reappointment, promotion and tenure evaluation criteria to ensure you are aware of how FCQs will be considered (for instance some departments only consider a couple of questions from the FCQs and others only consider overall averages).

Some faculty choose to give a small amount of extra credit to the class based on percentages of students who complete FCQs. You can see completion rates for classes on Canvas. A list of the questions that are measured on the FCQs are found [here](#).

Many faculty members also choose to administer mid-semester surveys to gauge student's perceptions of the course. This is a great opportunity to collect quick informal feedback and adjust the course in the middle of the semester. Students value these opportunities and will appreciate reasonable changes that are made based on their feedback. Some faculty choose to give a small amount of extra credit to students for completing mid-semester surveys.

d. Measures of Teaching Effectiveness

All departments must outline other measures of teaching effectiveness for the purposes of annual merit evaluations and reappointment, promotion, and tenure. Please refer to these documents to understand how your teaching will be evaluated. Some departments also have checklists of important items for teaching, self-reflection activities, peer teaching observation, and conversations with a teaching mentor (for example, see the Chemistry and Biochemistry Department's [Enhancing Teaching Effectiveness Program](#).)

e. Peer Teaching Observation

Faculty are encouraged (but not required) to engage in peer observations of teaching. This can include observing an experienced faculty member's teaching, and/or asking someone to observe your teaching and provide feedback. Faculty are often given credit in the annual merit evaluation for participating in peer observation. Feel free to reach out to any faculty to ask them if they would be willing to observe your teaching and have conversations about how to improve. Most departments strongly encourage this for new faculty in particular. While the department chair or other faculty might offer this voluntarily, you will have to be proactive about asking for mentorship when you need it.

The Faculty Resource Center along with a Faculty Assembly Taskforce on the Evaluation of Teaching created a sample of different peer observation forms that can be found [here](#). Please consider choosing one of these forms as a way to mitigate bias and ensure that observers capture you and your teaching style effectively.

f. Faculty Resource Center (FRC)

The Faculty Resource Center (FRC) has a wealth of resources, trainings, and individualized support available. Here are a few highlights of the resources provided at the FRC:

- [Landing page for all teaching resources](#)
- [Syllabus resources, templates, and sample statements](#)
- [Tips and resources for new faculty](#)
- [Accessibility](#)
- [Teaching events and workshops](#)
- [Technology tools](#)
- [Resources for AI Usage in Academics](#)
- [Canvas support](#)

UCCS also hosts an annual [Teaching and Learning Conference \(TLC\)](#) in January the week before the spring semester starts. UCCS faculty can attend free of charge and are welcome to give presentations on teaching. Pre-registration is encouraged for attendance, and abstract submission is due in the fall.

g. Interactions with Students

How should students address me? This is up to you. Some faculty go by their first names. Some faculty go by a formal title such as Mr. X or Dr. X. All faculty can be addressed with the title of Professor X. You have the right to decide what you are comfortable with and expect students to treat you with respect.

Email interactions: Many faculty put a statement in their syllabus letting students know how quickly they can expect answers to their emails. 1-2 business days is the normal expectation for email responses. You are not expected to respond to emails outside of your normal working hours.

Office hours: Faculty are required to have weekly office hours so students can come in and ask questions in a 1-on-1 setting. You can schedule these office hours at a time that is convenient for you, with a minimum of 1 hour per week. You may have office hours in-person or virtually. Some faculty use [Calendly](#) or [Microsoft Bookings](#) to allow students to book a time on their calendars.

h. Academic Freedom and Free Expression in the Classroom

From the Chancellor's Office: "Freedom of expression, as guaranteed under the First Amendment, and academic freedom, as defined by the Laws of the Regents, while distinctly separate concepts, are central to UCCS' academic mission and underlie our community values of inclusivity and critical thinking. This [webpage](#) outlines UCCS' steadfast commitment to freedom of expression and academic freedom and highlights relevant policies, programs, and events."

i. Graduate Teaching Assistants and Graders

Some courses typically include help from a graduate teaching assistant or undergraduate student grader. Talk with other faculty in your sub-discipline to understand the norms for the courses you have been assigned to teach. These faculty can also help recommend current students to fill these roles and describe the typical hiring process.

j. Grades & Assessments

At the end of the semester, faculty must enter students' final grades in the UCCS Portal. This is a strict requirement set by the university. Towards the end of the semester, pay attention to your email, you will receive additional instructions about how to access grade rosters, enter final grades, and due dates for final grades. University policy requires faculty to submit final course grades online within 90 hours after a class's final exam ends. Once posted, grades can only be changed via an official grade change form.

k. Campus AI guidelines for teaching

The university is actively assessing and exploring the impact of Artificial intelligence (AI) on teaching and learning, research and scholarship, administrative processes, and other functions. Although AI is not new and has been a part of our lives for decades, its potential usefulness is transforming the way we think about our daily work. Currently, there is a campus-level working group that provides the latest information on [AI at UCCS](#).

l. Miscellaneous (printing, permission numbers, add/drop form, roll in waitlist, Dean of Students)

Printing/Copying: If you need assistance, ask our department's HR and Finance Professional. They can provide guidance on how to access the department printer and provide a code for copying.

Permission numbers: Permission numbers are issued if a faculty member wants to give special permission for a student to enter a particular course. This could include students who haven't met the official prerequisites, students enrolling at the graduate level, or students enrolling in individualized instruction (such as research experience for undergrads or thesis credits). If you need to issue a permission number, email the department's Finance and HR Professional and ask them to generate a permission number. In the email you should explain the situation, list the course number, and cc the student. The student will use the generated permission number to register for the course.

It is your choice whether you want to allow a student to register for a course without meeting the prerequisites on a case-by-case basis.

Add/drop form: Students may be trying to enroll in your class late or enroll in two classes that have a time conflict. If you choose to allow this, the student will need to present you with an add/drop form to sign.

Roll in waitlist: If your course fills up, you may have students on a waitlist. You may choose to roll in students on the waitlist, which will put the course over capacity. For lecture courses, this is typically a good option. For lab or field courses, you should first carefully consider the pedagogical significance of adding students, as well as whether you have the space and how this will impact the student's graduation timeline. Consult with other faculty in your sub-discipline for advice. If you choose to roll in the waitlist, use the [form found on this page](#).

Disability services: You will likely encounter students who have registered with [Disability Services](#) and have special accommodations. A common accommodation is for a student to have extra time on exams and a testing environment with reduced distractions. If this situation occurs, you will likely need to submit copies of your exams to the Disability Services Testing

Center. The Testing Center requires the exam to be submitted 1 day in advance so they have time to print the exam for the student. Disability Services will contact you with instructions if this is the case, but it's good to know ahead of time that you may need your exams written early.

Dean of Students: The [Office of the Dean of Students](#) maintains and administers the University Student Code of Conduct, serves as a student advocate, and provides assistance to students in crisis. You may consider contacting the Dean of Students for the following reasons:

- You have a student who is extremely ill and will be missing class for an extended period of time
- You have questions about campus policies or procedures
- You are concerned about the well-being of a student
- You want to report a concerning incident
- You don't know where to go and need guidance

The [CARE \(Campus Assessment Response and Evaluation\) Team](#) addresses concerns related to students' safety and wellbeing, and supports students in times of challenge and crisis. The CARE Team assesses and responds to reported concerns or disruptions, creates access to resources for students to maintain their safety, health, and well-being, and evaluates whether individuals pose a risk to themselves or others.

When you have a concern about a student in your classroom, you may want to contact the Dean of Students and/or submit a concern to the [CARE Team](#). If you think a student may be struggling to access basic resources (food, transportation, healthcare, housing, etc.), you may direct them to the [Basic Needs Support Resource Portal](#).

4. Opportunities for Mentorship

a. Department-Level Faculty Mentors

Use your department website to find out who you should reach out to within your department for answers to various questions. Many colleagues are likely to be good resources and potential mentors. Some departments have formal mentoring programs and others do not, please check with your chair to learn more.

b. College-Level Mentorship

Colleges vary in the way they support their faculty through mentorship. Reach out to your dean's office to learn more about what is available to you in your college.

c. The Faculty Resource Center (FRC)

The Faculty Resource Center facilitates individual support for teaching through the Teaching Fellow program. These teaching fellows are faculty around campus who specifically applied to this program and are making themselves available to provide guidance to other faculty.

The Teaching Fellows provide guidance and consultation to faculty across the campus regarding evidence-based teaching and learning strategies, classroom engagement and equity issues, and assessment strategies. Read more and request support from a Teaching Fellow [here](#).

d. Faculty Assembly Affinity Committees

Faculty Assembly affinity committees have multiple opportunities to enhance belonging of diverse faculty, including [FEIC](#), [FAWC](#), [PRIDE](#), [DISABILITY](#), as well as [IRC](#) and [SUSTAINABILITY](#) committees. Each of these committees provides informal mentoring and spaces to engage with faculty across campus. Read more about these committees [here](#).

e. Office of Research (OOR)

Research is central to the mission and identity of this great university. UCCS's reputation is enhanced by participation in research, publications, grants, performances, as well as national and international conferences and exhibitions. Our [Office of Research](#) is committed to fostering research and creative excellence among our entire campus. We welcome you to campus and hope you will take advantage of the resources we provide to support your research agenda.

f. Office of Faculty Affairs (OFA)

The [Office of Faculty Affairs](#) is committed to supporting new faculty as they navigate their professional journeys and build meaningful connections across the university. Through a range of mentorship resources, faculty can find guidance, community, and encouragement tailored to their evolving goals and needs. We invite you to engage with these opportunities as part of a welcoming and inclusive environment designed to help you thrive.

g. NCFDD

[NCFDD](#) is a professional development, training, and mentoring organization that partners with colleges and universities to support faculty success. UCCS has partnered with NCFDD to offer structured programs, research and writing support, and evidence-based training to help scholars build sustainable careers. Serving a national network of scholars across hundreds of institutions, NCFDD supports academic careers at every stage and connects scholars with the tools and community they need to advance with clarity and confidence. Programming is designed to reduce isolation, increase productivity, and create space for meaningful work. Reach out to the Office of Faculty Affairs to get help signing up for an NCFDD account.

5. HR and Benefits

a. New Hire Orientation

During your official new hire orientation, many of the following topics will be explained and you will have an opportunity to ask questions. In this document we will only provide brief information about each item and direct you to resources where you can read about these prior to your start date.

[HR New Employee FAQ's](#)
[Summary of benefits for new employees](#)

b. Pay Schedules

Faculty are paid once per month on the last working day of each month from August to May.

Faculty may elect to have their pay distributed over 12 months instead of 9 months by completing a [Faculty Election to Defer Receipt of Salary Payment form](#) within 3 days of their date of hire (start date).

Once per year, returning faculty members may change their [pay schedule selection](#) through their employee portal. This typically happens late spring to early summer.

More information about payroll, direct deposit, deductions, and W2 can be found [here](#).

c. Employee Benefits

HR has a single webpage summarizing all [employee benefits](#). A few of the highlights are listed below:

- [Medical insurance](#)
- [Dental insurance](#)
- [Retirement contributions](#)
- [Parental leave and FMLI leave](#)
- [Tuition assistance](#)
- [Faculty Housing Assistance Program](#) (currently for tenure-track faculty only)

6. System and Campus Policies, Shared Governance, and Service Opportunities

a. System Policies

Regents' Rules, Regents' Policies, and Administrative Policy Statements (APS) work together to provide a layered framework for university governance, moving from broad institutional authority to more specific operational guidance. Regents' Rules establish the foundational principles and authority of the governing board; Regents' Policies provide system-wide direction on particular areas of university work; and APSs translate those expectations into practical processes and procedures. Together, they promote clarity, consistency, and transparency by helping faculty understand how decisions are guided, responsibilities are defined, and institutional practices are supported.

Here is a link to the system-level policy office, which serves as the “one stop policy shop” [Office of Policy and Efficiency \(OPE\) | University of Colorado](#)

b. Campus Policies

Policy development provides a shared foundation for how faculty, departments, and institutions make decisions, clarify expectations, and support the academic mission. Thoughtfully developed policies promote transparency, consistency, and fairness while helping faculty understand the processes and principles that guide their work. By engaging with policy as a tool for collaboration and support, faculty contribute to an inclusive environment where responsibilities are clear and shared goals can be advanced effectively. There are many opportunities to get involved with faculty development and the Office of Faculty Affairs includes a Policy Development Provost Fellow who is available to discuss policy and policy development.

The Office of Faculty Affairs coordinates academic policies in the 200- and 900- series. The university also has a series of campus-level policies that cover a variety of areas at UCCS. Here is a link to all current [UCCS Policies](#).

c. Shared Governance: Faculty Assembly and Faculty Senate

[Faculty Assembly](#) is the primary mechanism for shared governance at UCCS. All faculty members are part of the UCCS Faculty Assembly. The Faculty Assembly as a whole usually meets 1-2 times per academic year. A representative group known as the Representative Assembly meets monthly during the academic year. The Representative Assembly consists of

the elected officers of the Faculty Assembly, elected Faculty Council representatives, elected representatives from each of the colleges and the library, the chairs of all standing committees, and at-large members elected by the Faculty Assembly. Our Faculty Assembly president is also a member of the Deans' Council.

All members of the faculty are also part of the [Faculty Senate](#) which is a CU system-wide group. Meetings of the Faculty Senate are usually held twice during the academic year. The university wide Faculty Council is a representative group of the Senate group that meets monthly. This group is similar to our Representative Assembly. Our campus has three elected members to the Council. Our Assembly president also serves as a member of the Council.

d. College-Level Representation and Shared Governance

Each college maintains a college-level manual that documents official policies regarding college operations. Please ask your chair or the Dean's Office for access to these materials.

Each college also has various committees and college-level faculty meetings. Announcements for these committees are shared by each college's Dean's Office.

e. Service and Leadership Opportunities

Opportunities to serve and lead on department, college, campus and system-wide committees are numerous. Indeed, there are plenty of leadership and service opportunities available – it is a good idea to ask colleagues about the duties involved with any leadership or service assignment. The Office of Faculty Affairs also provides programming related to learning about and deciding when to say yes to opportunities for service and leadership – look out for those events and reach out with any questions.

7. Department-Specific Policies and Resources

a. Department Bylaws

Department bylaws provide a shared framework for how faculty work together, make decisions, and uphold the values and responsibilities of the department. They help clarify roles, processes, and expectations in ways that promote transparency, consistency, and shared governance. By articulating these principles, bylaws support an inclusive and collaborative departmental culture in which faculty can contribute meaningfully to the academic mission. Ask your department chair for a link to your department bylaws.

b. Department Annual Merit Review Criteria

Annual merit evaluations provide an opportunity to reflect upon faculty members' contributions across their areas of responsibility and to recognize their ongoing work and accomplishments. They help create a consistent and transparent process for assessing performance, supporting professional growth, and aligning individual efforts with departmental and institutional goals. When approached thoughtfully, annual merit evaluations can contribute to a culture of clarity, fairness, and continuous development. Annual merit review criteria outline how you will be formally evaluated every year. The annual merit review criteria are separate from Reappointment, Promotion, and Tenure (RPT) processes. Ask your department chair for a link to annual merit criteria or find [criteria](#) on the Office of Faculty Affairs website.

Annual merit evaluations are typically due at the end of May, with the faculty receiving feedback early in the fall semester.

If you have questions about annual merit review, please reach out to your chair. The Office of Faculty Affairs also offers support and programming to help faculty navigate the annual merit review process. Look out for email announcements about upcoming events or reach out to ofa@uccs.edu for support.

c. Department Reappointment, Promotion, and Tenure (RPT) Criteria

"[Regent Law 5.C – Faculty Appointments and Tenure](#), [Regent Policy 5.D – Reappointment \(to a tenure-track position\), Tenure, and Promotion](#), APS 1022, and the **primary unit criteria and procedures** shall be made available by the head of the primary unit to each tenured and tenure-track faculty member at the time of initial hiring/appointment." These criteria are also available on the Office of Faculty Affairs website. This is because the RPT process for tenure-track faculty is dictated by the criteria outlined in your department, University Policy 200-001, APS 1022, and Regent Policy 5. The RPT process for IRC faculty is handled at the college-level. Reviews must refer to the criteria outlined, and they must describe the criteria that will be used

when you are formally evaluated at each stage in your career track. You also will be informed at each stage of review of the outcomes.

Note that the University of Colorado (CU) Board of Regents mandates that academic units maintain strictly separated criteria for **Annual Merit Reviews** versus **Reappointment, Promotion, and Tenure (RPT)**. While RPT relies on long-term, cumulative excellence, annual reviews measure ongoing yearly contributions proportionate to the faculty member's specific workload for that year.

If you have questions about promotions and stages of review, please reach out to your chair or unit lead. The Office of Faculty Affairs also offers support and programming to help faculty navigate the RPT process. Look out for email announcements about upcoming events or reach out to ofa@uccs.edu for support.

8. FAQs

a. Am I expected to work during the summer?

If you are a faculty member on a 9-month appointment, then you have no obligation to work over the summer. Even if you elect to receive your pay over a 12-month vs. 9-month period, you have no obligation to work over the summer. If you don't plan on checking your email over the summer, we suggest setting up an automatic reply email so colleagues and students know when they should expect a response.

b. Are there opportunities to teach additional courses for additional pay?

There may be. Please consult with your department chair as all overload pay must be approved by the chair and college dean. Common opportunities include teaching an extra section of a class as an overload (more than the required contact hours per year, depending on faculty type), teaching winterim, spring break, summer, or pre-term courses, or teaching through college-specific programs or campus-wide initiatives like the Freshmen [Gateway Program Seminar](#) (GPS course).

c. Are there opportunities for research support?

There are many sources of support for research on campus, whether to support summer salary, research travel, student research assistantships, and equipment/supplies.

Several potential internal funding options include:

- [Undergraduate Research Academy](#) (URA) which pays summer salary for a student to work with a faculty mentor, and also can include some money for supplies.
- The [Committee on Research and Creative Works Award](#) which offers a \$7,500 award of seed money for a single faculty member or \$15,000 for a collaboration between faculty on a research or creative work project.
- [The Green Action Fund](#) offers awards for projects that promote sustainability and benefit the student population and/or campus at-large.
- The Faculty Assembly Women's Committee and the Faculty Equity and Inclusion Committee also offer mini-grants for a variety of faculty-led projects. Check with Faculty Assembly leadership for more information.

d. I'm having a problem with a student. What can I do?

You are not alone and there is support for you. We want you to be prepared with the resources to handle such a problem if it arises.

You have a few options:

- Talk about the situation with a colleague
- Talk about the situation with the chair
- In severe cases, you may need to contact the [Dean of Students](#), particularly if the student is demonstrating aggressive or concerning behavior.

In particularly difficult cases, we recommend saving any emails or documentation related to communication with the student. These may be important if there are disputes over grades.

If you feel that the student may need extra academic support, you can submit an alert through the [Student Support Network](#). This will submit an alert about an individual student's attendance, low scores, missing assignments, and more. A member of the support team will get into contact with the student. This is typically used for 1000 and 2000-level courses.

e. I'm curious about what academic freedom protections I have as a faculty member. Where can I learn more?

UCCS and the entire CU system is committed to protecting the academic freedom of faculty to teach and conduct research according to their disciplinary standards. In fact, this protection is enshrined in Regent Law. See [Regent Law Article 5 Part B](#). In Spring 2026, UCCS also convened the Academic Freedom Taskforce comprised of faculty and staff to compile educational resources and host learning opportunities to further promote understanding of this vital protection.

f. I still have questions, who can I ask?

You are welcomed and encouraged to reach out to any of our faculty and/or your chair with any questions you have. The Office of Faculty Affairs is also here to support you through the faculty career cycle. We want to support you during this transition to your new role as faculty at UCCS.