

Welcoming and Onboarding Guide for Faculty in the ECEE Department

This guide is designed to support new ECEE faculty in successfully integrating into the department and launching their teaching, research, and service activities. It serves as a complement to the department's [mentorship program](#) for junior faculty. The guide consists of two parts:

1. **Guide for Current Department Members to Facilitate Onboarding** - Outlines responsibilities of department leadership, faculty and staff members in welcoming new faculty.
2. **Onboarding Guide for New Faculty** - Provides essential information to help faculty navigate their first semester and beyond.

1. Guide for Current Department Members to Facilitate Onboarding

This section outlines the responsibilities for the department leadership and department members in welcoming new faculty members and ensuring that they are well informed and enabled to successfully start their career in the ECEE Department.

The oversight of this process is the responsibility of the Associate Chair for Faculty and Staff, in collaboration with the Faculty Affairs Administrator.

Responsibilities Before the Start of the First Semester

Task	Responsibility
Guide the new faculty through administrative and HR formalities	Faculty Affairs Administrator
Reach out to the new faculty about office location, and any office remodeling and updates	Manager of Operations
Provide an overview of the onboarding guide	Associate Chair for Faculty and Staff and Faculty Affairs Administrator
Assign the first mentor and establish contact	Associate Chair for Faculty and Staff
Assign first-semester course	Mentor, in collaboration with the group faculty and Associate Chair for Undergraduate Education
Ensure course setup and provide class details	Student Services and Scheduling Coordinator
Assist with teaching preparations and provide an introduction to Canvas	Mentor, in collaboration with group faculty members and Associate Chair for Undergraduate Education
Provide an overview of department committees and assign the new faculty to a committee	Chair and Associate Chairs

Responsibilities During the First Semester

Task	Responsibility
Select the second mentor	New faculty, in consultation with the first mentor and Associate Chair for Faculty and Staff
Explain evaluation process, reappointment and promotion criteria, and FRPA	Associate Chair for Faculty and Staff and Mentors

Establish regular mentorship meetings and guide research and teaching plans, introduce yearly evaluation process (for junior faculty)	Mentors
Assist in planning for future teaching assignments	Associate Chair for Undergraduate Education, in consultation with Mentors and other relevant faculty members
Provide guidance on teaching practices, and teaching evaluation processes (multiple measures of teaching, including FCQ)	Mentors
Conduct peer review of teaching	Mentor or another faculty member

2. Onboarding Guide for New Faculty

1. Getting Started

Before the Start of the First Semester

- Administrative and HR Formalities: [campus HR onboarding page](#)
 - Access to keys and Buff OneCard
 - Setting up IT Services, including CU-Boulder credentials (IdentiKey), and access to the faculty portal: [myCUinfo](#)
 - Submit I-9 documents to [I-9 office](#)
 - Understanding payroll and benefits
 - Securing [parking](#) and transportation arrangements
- Office Setup
 - Office Allocation and Setup Processes are handled by the department's Operations Manager and the department's Facility Manager.
- Junior Faculty [Mentorship Program](#)
 - All tenure-track and research faculty members hired at the Assistant Professor level and all faculty members hired as Instructors/Assistant Teaching Professors are assigned two mentors. As part of the onboarding process, the Associate Chair for Faculty and Staff, in consultation with the department faculty, selects a Mentor for the newly hired faculty. This mentor contacts the new hire at the earliest opportunity to establish communication and help with non-administrative matters.
- Course Preparation
 - Identify assigned course
Based on a consultation with the research-group faculty members, discuss the course choice and the course assignment with Mentor and with Associate Chair for Undergraduate Education.
 - Course setup, classroom facilities and equipment
The course setup, including the classroom, the meeting times, the course sections, and the instructor assignment, is done by the Student Services and Scheduling Coordinator. Once the course is in the system, the details can be found at <https://classes.colorado.edu/>. Note that some classrooms are equipped with classroom capture facilities, which allow for recording lectures and/or running a remote section synchronously through Zoom.
 - Review previously developed materials and available resources
Associate Chair for Undergraduate Education or the mentor can help identify the faculty who have taught the course in the past. These faculty can assist with

providing access to previously developed course materials including previous Canvas implementations which you can edit to your needs

- Develop syllabus, and integrate course into Canvas

In general, faculty are encouraged to consider course updates or improvements in terms of contents, pedagogy and logistics. For core undergraduate courses, instructors should generally follow previously established course contents and learning objectives guidelines. When in doubt, consult with the faculty who have taught the course in the past and with the department's Undergraduate Curriculum Committee via Associate Chair for Undergraduate Education.

- Research Planning
 - Discuss research directions and funding opportunities with mentors and faculty
 - Explore collaboration opportunities
 - Plan student hiring and setup of research lab or research resources
- Service Expectations
 - Participate in assigned department committee
 - Participate in department meetings
 - Explore and plan for external service activities
- Get Familiar with [Department Resources](#)

During the First Semester

- Set up lab or other research-specific resources.
 - Meet with the ECEE Lab and Facilities Coordinator to understand your space and how to manage it.
 - Meet with the ECEE IT Systems Engineer to understand how they can help you set up IT needs.
 - Create a [CU website](#) to advertise your new group to potential students and collaborators. You can get a CU [WebExpress](#) site, in consultation with IT support. You may also consider other options for creating your CU website, such as [github.io](#).
 - Aside from standard personal computers, for [computing resources](#), researchers can either use the free Alpine cluster or twice per year you have the opportunity to purchase a dedicated node in a CU-serviced cluster.
- Purchasing
 - Use [the request form](#) to submit all purchase requests
 - Note that there are restrictions on vendors we are allowed to purchase from, especially in relation to [office furniture](#). It is best to reach out to current purchasing agents prior to purchase.
 - Set up a time to visit the [CU Surplus Store](#) to obtain used furniture.

- Regarding software, first check the [software catalog](#) available at CU Boulder. Software purchases can be initiated via [the request form](#), but the fulfillment usually requires completion of the [Digital Technology Compliance Review Request \(Form A\)](#).
- Develop research and student hiring Plans
 - Meet the ECEE Graduate Program Advisor to understand how and when ECEE recruits graduate students
 - Do the same for any other program or department from which you might draw students. The timing and mechanisms are different for each program, and this can be helpful to you when building your group.
- Establish relationships with department staff, Chair and Associate Chairs
 - Get familiar with [department organization](#), and the [department staff](#)
 - Review the [Staff Guide](#)
- Select the second mentor, and engage with the mentors through regular meetings, at least monthly:
 - Consult about research plans
 - Get familiar with teaching evaluations and multiple measures of teaching, including “faculty course questionnaire” (FCQ)
 - Solicit feedback on course syllabus and teaching practices, arrange for a mentor to attend a class and prepare a peer review

2. Teaching and Mentorship

- Teaching Guidelines
 - Course Preparation and Delivery
 - We use Canvas at CU. See the [Canvas Instructor Support](#) page to learn how to use Canvas.
 - Scheduling classes and reserving rooms
 - Before the start of the semester, Student Services and Scheduling Coordinator will reach out to you to schedule your class and reserve a room.
 - Preparing syllabi, assessments, and course materials
 - In your syllabus, be sure to include the required [syllabus](#) statements.
 - Actively engaging students through well-defined learning objectives.
- Student Engagement and Policies
 - Developing effective assessment policies
 - Providing timely feedback and maintaining clear communication channels
- Long-Term Planning

- Creating longer-term teaching goals aligned with the group and department priorities
- Mentoring and Advising Students
 - Academic advising: guiding students on course selection and academic goals.
 - Graduate Supervision: supporting graduate students in their research and professional development.
- Campus Resources
 - Academic calendar overview
 - Canvas support and resources
 - Access to the [Center for Teaching and Learning](#)

3. Research Guidelines

- Planning
 - How to utilize start-up resources: consult with the mentors and other faculty
 - Explore research funding opportunities (e.g. [grants.gov](#))
 - NSF [CAREER award](#)
 - April / May [ONR Young Investigator Program](#)
 - Feb [DOE Early Career Award](#)
 - Explore department-, college-, campus-level and/or external collaborations and interdisciplinary initiatives
- Proposal Preparation: Utilizing the [Office of Contracts and Grants](#)
 - Explore funding opportunity search mechanisms
 - [Services provided by RIO](#)
 - [The CEAS research support office](#)
 - Internal seed grants
 - [OCG Directory for ECEE faculty](#)
 - Initiate the process by submitting the online [Proposal Submission Request](#)
 - Work on the budget and other details with the OCG Proposal Analyst
- Campus and Departmental Support Services for Awarded Projects
 - Received an award notification (congratulations!): email the notification to ocg@colorado.edu for processing and cc the department's Research Accountant
 - [OCG Award Management](#)
 - Received a [Speedtype](#) notification via email: congratulations!
 - Spending \$
 - Hiring people: department-level [request form](#), supported by the department's Finance and Payroll Specialist

- Purchasing: department-level [request form](#), supported by the department's Procurement Specialist
 - Travel: start by requesting approval through Concur platform, which is accessed through CU Resources tab on [myCUinfo](#).
- Project finances, department staff, support by the department's Finance Manager and Research Accountant
- Reporting: it is best to keep track of project reviews and reporting requirements on your own
- Learn about managing industrial applications of your research through patent filing, entrepreneurial grants and launching of start-up companies: [Venture Partners](#)
- Administrative Matters
 - Disclosure of External Professional Activities ([DEPA](#)), must be current.

4. Service Responsibilities

- Participation in Departmental Meetings and Committees
- External Service Opportunities, such as
 - Serve on a grants review panel where you plan to submit proposals (e.g. NSF)
 - Serve on the technical program committee for conferences populated by the faculty in your field

5. Performance Evaluation and Career Development

- Keep your CV up to date. This is the main resource your mentors and ad-hoc committees will use to prepare evaluations your evaluations and your reappointment and promotion cases. Pro tip: in the list of your publications, highlight the names of the students you are mentoring at CU.
- Faculty Report of Professional Activity (FRPA), due by February 1 every year, accessed via CU Resources tab on [myCUinfo](#). Note that you can enter data into this during the year which can save you time in January, particularly for unusual service activities that you may have trouble recalling. Pro tip: Put "FRPA" in the notes of any calendar event like sitting on a PhD committee that you will want to put on your FRPA in January. Then just search your calendar to remind you of those events. In addition to your CV, your FRPA's are used as the main sources of information about your teaching, research, and service activities in preparations of your evaluations, and your reappointment and promotion cases.
- Department's Expectations and Evaluation Processes, see Evaluation, CRPT, Expectations section on the [Department Resources](#) page
- Yearly evaluation for junior faculty

Mentors participate in the yearly evaluation process of their mentees. They review the material submitted by their mentees (including CV and FRPAs), they discuss plans and

circumstances with them and then present their cases to the ECEE Executive Committee (which acts as the department's Primary Unit Evaluation Committee (PUEC)). Finally, Mentors also participate in the feedback meeting with the mentee, the Chair, and Associate Chair for Faculty and Staff.

- Reappointment and Promotion Criteria and Procedures, see Evaluation, CRPT, Expectations section on the [Department Resources](#) page

6. Resources, Facilities and Services

- [Organizational Chart](#) of the Department
- Departmental [resources](#)
- [Department Staff and their Roles](#)
- IT Support
- Health and Counseling Services
- Dining and Recreational Facilities
- Emergency Contacts and Procedures
- Other useful campus resources
 - [Boulder Faculty Assembly](#)
 - [CU Boulder Today newsletter](#)

7. Frequently Asked Questions (FAQs)

- **Among the department staff, who can assist me X?**

A: Check the [department staff FAQ page](#)

- **What course am I assigned to teach?**

A: Course assignments are determined before your arrival. Your mentor or the Associate Chair for Undergraduate Education will assist in course selection, reviewing expectations and course materials.

- **How do I access my classroom and teaching resources?**

A: Classroom details and resources are provided by the Student Services and Scheduling Coordinator. Canvas and other digital tools will be set up before the semester begins.

- **What is the process for preparing proposals for research funding?**

A: New faculty are encouraged to consider applying for early-career funding opportunities. Your mentors and other faculty can provide guidance and feedback on your proposal plans. The Office of Contracts and Grants will provide support in budgeting and proposal preparation logistics. Contact your OCG Proposal Analyst and get to know them. They are very helpful and knowledgeable and will be your guide to the formalities of proposal submission.

- **What are the expectations for service?**

A: Faculty are expected to participate in at least one departmental committee and to engage in external service, such as serving as a reviewer, serving on conference committees, etc.