Expectations for Department Faculty
Department of Electrical, Computer and Energy Engineering
University of Colorado, Boulder

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The Electrical, Computer and Energy Engineering Department at the University of Colorado Boulder is committed to fostering an inclusive, respectful and professional environment and to achieving excellence in education and research. In order to maintain high standards and promote mutual respect and collaboration, this document sets forth expectations in terms of professional courtesy for all department employees, and in terms of research, teaching, and service for the faculty. In general, our faculty are expected to adhere to the campus-wide Professional Rights and Responsibilities, as well as campus-wide rules and regulations related to conflict of interest, export control, ITAR regulations, and financial stewardship. It is the responsibility of the ECEE Department, the College, and the University to maintain conditions and rights supportive of the faculty's pursuit of the university's academic mission.

This expectation document summarizes the basis upon which department-level faculty evaluations are conducted, and failure to meet these expectations can result in decreased evaluation scores or further action depending on the severity. It is understood that each faculty member has a unique career path, career objectives, and plans, and that individual research, teaching, and service weights depend on the status (tenure-track, tenured, teaching or research). Furthermore, the weights may change over time or with the career stage. The expectations are meant to be holistic, inclusive and supportive of such diversity in positions and career paths, while maintaining high standards in terms of professionalism and commitments to our educational and research missions.

Professional courtesy expectations for all department faculty:

- Department faculty are expected to treat students, colleagues and staff with respect and professional courtesy, including:
  - Understanding others' needs and listening to their position;
  - Understanding that time is a limited resource for all by responding on time to requests, respecting commitments and due dates, avoiding unnecessary emails or other means of messaging, being on time and staying on point in meetings;
  - Exercising courteous and respectful tone in all verbal and written communications including emails and other means of messaging;
  - Following the department's established Diversity, Equity, and Inclusion principles, including:

- - Being aware of the fact that students, junior faculty and staff may feel intimidated by opinions or assertive behavior by senior faculty or department members in the position of authority;
    - Taking time to understand how students and faculty and staff colleagues from different cultures and backgrounds may respond differently to comments and constructive criticism;
    - Trying to first establish trust and put individuals at ease before expressing agenda;
- Department faculty are expected to willingly cooperate with colleagues in teaching, research, outreach, curricular development, and other academic and administrative activities.
- Department faculty are expected to spend time in the department and be available to students and colleagues.
- Department faculty are expected to make their availability and means to reach them known to students and colleagues.

Research expectations for faculty:

Faculty with research as part of their job description are expected to engage in research in one or more of the following ways:

- Pursuing research topics that are timely and of interest to the research community and industry, while taking into consideration the long-term, fundamental nature of research.
- Branching out into new areas through collaborations with other faculty or with researchers in other institutions including research institutes, national labs, industry, other universities, etc.
- Investing time and effort into preparing research proposals and other means of securing support for students, researcher employees, and improvements in research facilities.
- Working with students and research employees and devoting time to training and advising them, to make sure they have opportunities to achieve their career goals beyond completing their degrees or research appointments; maintaining a professional collaborative environment, cultivating relationships and continuing to do so after students and researchers move on.
- Actively working to recruit and retain top students and researchers, including advising students on pursuing fellowship applications and reaching out to industry/national lab partners for fellowships.
- Publishing research with students and researchers in top journals and conferences in the field.

- Presenting research to the professional community through conferences, workshops, seminars, etc.
- Engaging in research related outreach activities towards schools, forums or the general public.
- Engaging in research related consulting activities, or entrepreneurial activities such as start-ups or industry advisory boards, subject to the campus conflict-of-interest and other rules and provisions.

Teaching expectations for faculty:

Faculty with teaching as part of their job description are expected to teach courses that students want to take and that the department offers in order to fulfill its undergraduate and graduate degree programs. Faculty are expected to genuinely meet their teaching commitments as defined by the department's teaching-load expectation policies.

In general, faculty are expected to:

- Teach courses at different levels (core undergraduate, undergraduate electives, and graduate);
- Teach classes with sufficient enrollments that reflect student needs, meet department curriculum needs, and meet faculty development plans (while taking into account enrollment trends and fluctuations that are beyond the faculty's control);
- Keep up to date with expertise in the field and demonstrate competence to students;
- Continually strive to improve teaching and learning processes by consulting with and collaborating with other faculty, and by participating in courses and programs aimed at improving teaching practices;
- Actively contribute to curriculum modernization by updating course materials, introducing new topics or introducing new courses (if so warranted and approved);
- Actively participate in the department's course review and improvement process;
- Actively contribute to the ABET process;
- Engage and supervise students interested in research; consider opportunities to supervise capstone design teams; consider opportunities to supervise independent-study students or teams.

Furthermore, each time they teach a course, faculty are expected to:

- Fulfill their teaching commitment as a top priority; any class cancellations should be considered only under exceptional circumstances;
- Show respect to students; show care about what and how they learn;

- Be available to students; schedule sufficient office hours; provide means for students to reach you;
- Keep the class well organized, including:
  - Having a syllabus at the start of the semester,
  - Setting clear expectations and sticking to them;
  - Making class materials organized and easily accessible throughout the semester;
  - Making use of standard tools such as Canvas and class recordings;
- Offer relevant assessments on a regular basis, and return graded work in a timely manner.
- Solicit feedback from students throughout the semester.
- Contribute to developments of course materials and methods including recommendations from the department's course review and improvement process;
- Engage students in the subject area and incite their interest in taking follow-up classes or participating in research;
- In courses that have student assistants, set clear expectations and tasks, and ensure that their tasks and time commitments are appropriate; advise and support student assistants and treat them with respect.

Service expectation for faculty:

Faculty are expected to engage in service to the university at the department, college and/or campus levels, as well as to external constituencies such as professional societies. Service expectations include one or more of the following:

- Meeting professional courtesy expectations summarized in the first section of this document;
- Cooperating with colleagues in teaching, research, outreach, curricular development, and/or other academic activities;
- Serving on and actively contributing to standing and ad-hoc committees at the department, college, and/or campus levels;
- Actively and regularly participating in department meetings;
- Participating in the department's mentoring program;
- Participating in student, faculty and staff recruiting events, including meetings, and department seminars;
- Contributing to award nominations for our students, faculty and staff;
- Participating in 3-5 events including the following options:
  - student, alumni, industry or public facing events;
  - department, college, and/or campus programs, activities or events aimed at contributing to our research, education and outreach missions;

- department events or programs aimed at building community and celebration such as graduation and award ceremonies should be paid special attention to and not missed without a reasonable excuse that is pre approved by the department chair.
- Participating in external professional activities, such as:
  - Serving as a paper reviewer for journals or professional conferences
  - Serving on conference organizing or technical program committees
  - Serving on journal or conference editorial boards
  - Serving on proposal review panels