

**Miami University**  
**School of Engineering and Applied Science**

**Department of Engineering Technology**

**STRATEGIC PLAN**

*Revised and Updated*  
*January 12, 2004*

**MIAMI UNIVERSITY  
DEPARTMENT OF ENGINEERING TECHNOLOGY  
STRATEGIC PLAN**

<b>I. VISION:</b> .....	<b>1</b>
<b>II. MISSION:</b> .....	<b>1</b>
<b>III. VALUES:</b> .....	<b>2</b>
<b>IV. SERVICE COMMUNITIES/CONSTITUENTS:</b> .....	<b>2</b>
<b>V. PLANNING PROCESS:</b> .....	<b>2</b>
<b>VI. PROGRAMS OFFERED:</b> .....	<b>3</b>
<b>VII. PROGRAM GOALS AND OBJECTIVES:</b> .....	<b>4</b>
<b>VIII. PLANNING ASSUMPTIONS:</b> .....	<b>5</b>
<b>IX. SUMMARY OF STRENGTHS AND WEAKNESSES:</b> .....	<b>6</b>
<b>X. DEPARTMENT GOALS:</b> .....	<b>7</b>
<b>XI. DEPARTMENT ACTION PLAN:</b> .....	<b>8</b>

## ***I. VISION:***

The Department of Engineering Technology strives to be a statewide leader in Engineering Technology education and recognized locally for its leadership and commitment to delivering high-quality, technically relevant courses and workshops for area businesses and industry.

## ***II. MISSION:***

### **The Department:**

The Department of Engineering Technology (ENT) shares in the mission of Miami University, the School of Engineering and Applied Science, and the Hamilton and Middletown campuses. The department focuses on meeting the technical education needs of Hamilton, Middletown, and surrounding communities by offering high quality, technically relevant courses, workshops, and programs. We provide our students the foundation for contextual life-long learning in a nurturing and caring environment free from all forms of prejudice and bias. We give them the breadth and depth of competencies necessary to: analyze, synthesize, and solve technical problems; work in teams; value differences; and understand the impact of their solutions, decisions, and actions in a broader societal context. The department is dedicated to the continuous improvement of our faculty, staff, students, and the programs we offer.

### **Electrical and Computer Engineering Technology:**

The Electrical and Computer Engineering Technology (ECET) program exists to foster student growth and development. Our courses place emphasis on hands-on laboratory exercises that relate to application and methodology of current engineering principles and techniques. In particular, the ECET program seeks to provide a working knowledge of contemporary technology applicable to electrical, electronic, and computing systems.

Integral to this is the aim to assist the student in learning to think critically (observe phenomena, discern relationships, collect and evaluate data, develop problem-solving skills, communicate ideas), understanding contexts (knowledge of the global societal change directed towards electronic and computer technology), engaging with other learners (reflecting on information researched or assimilated from the instructor, restating ideas and concepts, encouraging team participation), and reflecting and acting (make informed and thoughtful decisions, observe and research information outside of the classroom environment).

### **Mechanical Engineering Technology:**

The Mechanical Engineering Technology (MET) program exists to foster student growth and development, through the use of a variety of laboratory-based courses, in the areas of application and methodology of current engineering principles and techniques. Critical thinking, contextual understanding, social interaction, and individual efforts are recognized as key

elements of this growth and development. Within this format students are encouraged to observe phenomena, discern relationships, collect and evaluate data, develop problem-solving skills, and communicate ideas. Understanding how scientific and technological achievements relate to global society is facilitated throughout the program and social interaction is encouraged through team project participation.

### **Baccalaureate Completion Engineering Technology Program:**

The baccalaureate completion program enables graduates of accredited (or accredit-worthy) associate degree programs in Engineering Technology to finish the BS degree in Engineering Technology. The program has two concentrations: Electro-Mechanical and Mechanical Engineering Technology. Graduates work as technologists and applications engineers. Electro-Mechanical graduates work in the field of instrumentation and process control with emphasis on analysis and design of automated systems. Mechanical graduates work in the field of design and analysis of mechanical system components. The BS program provides a high-quality curriculum to the Hamilton and Middletown communities. Through our distance learning program in the Electro-Mechanical concentration, we are able to provide this high-quality curriculum to other communities in Ohio which lack a baccalaureate degree program in Engineering Technology.

### **III. VALUES:**

The faculty and staff of Engineering Technology value and are committed to:

- Promoting a learning environment that is invigorating, challenging, rewarding, and free from prejudice and bias.
- Engaging students in the process of imaginative, creative, and critical thinking in the solution of technical problems.
- Encouraging students to examine and reflect on the contexts of their knowledge base and the solutions to problems they derive.
- Diversity of staff, students, and faculty.
- Mutual respect for others and teamwork.

### **IV. SERVICE COMMUNITIES/CONSTITUENTS:**

The primary service communities of the department are our *students*--for without students, there is no department. Our *students*, however, include those individuals who are: just out of high school; still in the K-12 system (including those in TechPrep); returning adults; and employees of companies who need to improve their knowledge and skills.

Other service communities of Engineering Technology include business and industry, K-12 system, TechPrep organization, the Miami University community, professions related to our respective majors, and the cities and towns in which our students and graduates work and live.

### **V. PLANNING PROCESS:**

The focus of our planning process is on our service communities. Our planning process

and resulting plan is built around the needs, expectations, and desires of our service communities. The key service communities provide us with the necessary competencies required of our graduates, standards expected, trends, and the values that form guideposts for our performance and governance. Our vision is derived from our assessment of the input we have received from our service communities. This vision drives our mission. Our mission is consistent with the missions of the campuses that support us (Miami Hamilton and Miami Middletown), the School of Engineering and Applied Science, and Miami University. Our programs and the things we value are, therefore, a direct reflection of our service communities.

The key to our strategic plan is assessment; the process of evaluation leading to the improvement of quality in performing our mission. Assessment of how well our mission is being accomplished provides stimulus for continuous quality improvement of our programs and services.

Our assessment program includes but is not limited to: regularly conducted formal course and teaching student evaluations, regularly conducted course peer reviews, annual graduate exit interviews, annual employer surveys, annual graduate surveys (5 years out), pre and post testing, and various forward looking department plans (e.g. Strategic Plan, Laboratory Plan, Enrollment Plan). The information gathered and organized through this assessment program is utilized as measured feedback into our continuous quality improvement program.

Our resulting plan is a reflection of the process of carefully identifying our service communities; identifying their needs, expectations, and desires; building programs and offering services to meet those needs; then assessing how well we have matched that which we offer and do to the expectations of our service communities and utilizing the assessment information to continually improve.

## **VI. PROGRAMS OFFERED:**

Engineering Technology offers the following academic programs. Both of the associate degree programs received initial TAC/ABET accreditation in 1996 for a 6-year period and re-accreditation in 2002 for another 6-year period.

- Bachelor of Science in Applied Science--Engineering Technology major—Mechanical concentration (started in 2002)
- Bachelor of Science in Applied Science--Engineering Technology major—Electro-Mechanical concentration (started in 1996)
- Associate of Science in Applied Science--Electrical and Computer Engineering Technology major (started in 1968)
- Associate of Science in Applied Science--Mechanical Engineering Technology major (started in 1968)
- Certificate in Computer Hardware Technology (started in 1992)
- Certificate in Computer Aided Drafting/Computer Aided Manufacturing (started in 1992)
- Associate of Technical Study--this is an interdisciplinary program for which we are a primary partner.

In addition to these academic programs, the department is an active participant and partner with Continuing Education. Through this effort we offer courses and programs designed to meet the needs of area business and industry.

### ***VII. PROGRAM GOALS and OBJECTIVES:***

Each program within Engineering Technology is designed to fill a need identified in our service communities. All of our engineering technology programs expect graduates to be able to:

- Apply math and physics principles to the solution of technical problems.
- Use computer software for engineering analysis and productivity improvement.
- Work in teams, value and respect differences, communicate effectively, demonstrate proper safety practices and procedures in laboratories, and practice continuous improvement.

The following delineates the goals and objectives for each program:

Electro-Mechanical Engineering Technology (Plus-Two Program)—Upon completion of this program, graduates will be able to:

- Design and analyze electro-mechanical and thermodynamic processes.
- Design process control and instrumentation systems per specified criteria.
- Apply sound Engineering Technology methods to their design and analysis work.

Mechanical Engineering Technology (Plus-Two Program)—Upon completion of this program, graduates will be able to:

- Design and analyze mechanical system components.
- Apply sound engineering principles to project assignments.
- Demonstrate proficiency in computer aided analysis and design.

Electrical and Computer Engineering Technology (Associate Degree)—Upon completion of this program, graduates will be able to:

- Analyze digital and analog electrical and electronic circuits, identify problem areas, and maintain these systems.
- Implement and test basic digital and analog electrical and electronic circuits to meet specified criteria.
- Demonstrate proficiency in programming languages related to computer interfacing and hardware control.
- Apply creative Electrical and Computer Engineering Technology methods.

Mechanical Engineering Technology (Associate Degree)—Upon completion of this program, graduates will be able to:

- Analyze, develop, and maintain basic mechanical systems to meet specified criteria.
- Demonstrate fundamental knowledge of materials and manufacturing practices.
- Apply creative Mechanical Engineering Technology methods.

- Demonstrate proficiency in computer aided analysis and design.

#### Certificate Programs

- In the CAD/CAM Certificate, graduates should be able to use CAD systems to create engineering drawings and CAM systems to manufacture parts.
- In the Computer Hardware Certificate, graduates should be able to troubleshoot basic software and hardware problems found in computers.

### ***VIII. PLANNING ASSUMPTIONS:***

Most of the planning assumptions for the School of Engineering and Applied Science and the Hamilton and Middletown campuses are appropriate to ENT. The following are those assumptions that are specific to ENT:

#### ***External Assumptions:***

- The rate of technological change will not exceed the capacity of the department (university) to stay abreast.
- Enrollment in the department's courses, programs, and demand for our graduates will increase.
- State challenge programs and capital equipment funds will be maintained at current levels or will increase.
- Demand for ENT programs will increase.
- Distance learning opportunities will continue to expand.
- Demand for increased active involvement in local recruitment of students at all levels within the university should increase.

#### ***Internal Assumptions:***

- The department will remain a part of the School of Engineering and Applied Science (SEAS) with the majority of our activities concentrated on the Hamilton and Middletown campuses. As such, the elements of this plan are consistent with those of SEAS and the Hamilton and Middletown campuses.
- We will maintain sufficient number of tenure-track faculty to facilitate delivery of existing programs and expansion of course offerings.
- Student recruiting activities will increase and allow us to maintain or expand our current programs.
- Current programs will remain in Engineering Technology (e.g., BS completion programs)
- ENT will continue to collaborate with other departments in the development of courses, laboratories, workshops, and related activities.

## ***IX. SUMMARY OF STRENGTHS AND WEAKNESSES:***

### ***Strengths:***

The quality of our faculty is our greatest strength. We have a balanced faculty consisting of a variety of educational backgrounds and industrial experience. Faculty experience and expertise includes mechanical systems design, electrical systems design, computer interfacing, automation systems, and related engineering and physical sciences. They are also skilled in the development of course work and teaching methods that are particularly effective for Engineering Technology. In addition, the faculty are able to apply these talents toward the development of courses designed specifically to meet the needs of business and industry.

In addition to our eight full-time faculty, ENT relies on part-time faculty, employing three to ten individuals per semester. We are fortunate to have attracted and retained the services of these highly qualified individuals—some for many years. They are well aware of our programs and the interrelationships of our courses within these programs. This factor enables our part-time faculty to effectively teach our courses within the context of the programs and not merely as a stand-alone course.

Other strengths include:

- Technically relevant manufacturing/robotics lab at Hamilton.
- Excellent computer labs at both campuses including local area network instructional capabilities.
- Automation, process control, and manufacturing capabilities.
- Effective electric machines and controls labs.
- Well-equipped electrical/electronics labs (analog and digital) at both campuses.
- Sufficiently developed engineering science labs at both campuses (fluid mechanics, thermodynamics)
- State-of-the-art programmable logic controller (PLC) equipment/lab.
- Articulation agreements with partner two-year colleges and the resulting alternative delivery activities we have initiated with some of them.
- Strong and growing enrollments in BS completion program.

### ***Weaknesses:***

Our greatest weakness is low enrollments especially within the Electrical and Computer Engineering Technology (ECET) associate degree program. This hinders planning of schedules and results in late course cancellations (and hence disgruntled students).

Other weaknesses include:

- Our low enrollments in two-year ECET program results in faculty teaching at both campuses and therefore tends to be a less efficient utilization of time for faculty and chair. There tends to be a sense of always "running" from here to there.
- Full-time, tenure track, faculty resources are limited and less than required to effectively sustain the breadth of programs we deliver.

- We offer a limited number of majors to prospective students.
- Lack of a formal system of “hand-shaking” between the admissions office in Oxford and the department.
- Lack of more-than-sufficient laboratory equipment especially in the areas of strength of materials, heat transfer, thermodynamics, mechanical vibrations, and fluid mechanics.

## ***X. DEPARTMENT GOALS:***

The primary and ongoing goals of the department are to support the goals of the school and campuses within which we operate and to develop in our students the analytical and technical skills required to work and grow in our high technology society. The following are more specific department goals.

### ***A. Program Quality and Composition***

1. To provide excellent and continually improving bachelor degree, associate degree, and certificate programs consistent with the mission of the regional campuses and the School of Engineering and Applied Science and in support of the expectation set forth by the Ohio Board of Regents.
2. To effectively utilize current and emerging technologies to expand our delivery area to increase the number of students we serve.
3. To explore the development of new programs and options to existing programs as our enrollments increase.
4. To offer continuing education courses, workshops, and programs which meet the needs of business and industry.
5. To explore the feasibility of developing a formal agreement with the central admissions office at Oxford whereby students that do not qualify for admission into the School of Engineering and applied Science will be directed towards the ENT department.

### ***B. Student Learning***

1. To prepare our students to use the most modern technologies and prepare our graduates for life-long learning and growth.
2. To foster the application of academic principles consistent with industry practice through increased opportunities for co-op, summer internships, lab projects, and senior design projects.
3. To provide effective academic and career advising for our students.

### ***C. Student Body Quality and Composition***

1. To recruit and retain a high quality, diverse student body with sufficient enrollment to meet the demands of local industry.
2. Increase recruiting efforts and develop new ways of recruiting tradition high school students and non-traditional students from high schools, industry, and the Oxford campus.
3. To continue to expand and nurture our relationships with the K-12 community especially

through the TechPrep program.

4. To maintain a close working relationship with the partner colleges that articulate with our BS completion program.
5. To promote supportive community learning environment free from racism, sexism, and all forms of prejudice.

***D. Faculty and Staff Quality and Composition***

1. To recruit and retain faculty who are well qualified, energetic, and supportive of the department, school, campuses and the university.
2. To achieve diversity in faculty and staff composition by gender and ethnic backgrounds comparable to the diversity in the applicant pool for Engineering Technology.
3. To attain a full-time faculty productivity level of 150-160 student credit hours per FTE faculty as measured by Total Department Student Credit Hours divided by Total FTE (full-time only—not adjuncts) Faculty.
4. To promote excellence in teaching, service, and scholarship.

***E. Resources and Facilities***

1. To continually improve our labs and offices to support the learning, teaching, service, and scholarship of our department.
2. To increase the level of external support through gifts, grants, and awards.

***XI. DEPARTMENT ACTION PLAN:***

***A. Program Quality and Composition***

*Goal 1: To provide excellent and continually improving bachelor degree, associate degree, and certificate programs consistent with the mission of the regional campuses and the School of Engineering and Applied Science and in support of the Ohio Board of Regents.*

Action	Date	Who:
Renew TAC/ABET (Technology Accreditation Commission of the Accreditation Board for Engineering and Technology) accreditation for our current two-year programs.	Fall 2008	ENT Faculty
Attain TAC/ABET accreditation for our bachelor’s degree program—both concentrations.	Fall 2005	ENT Faculty
Continue our regular assessment program per assessment plan and use the information to improve our programs. See attached assessment plan	Ongoing	ENT Faculty
Prepare for program review	Fall 2008	ENT Faculty
Refine ECET and MET associate degree programs including name change for ECET	Fall 2003	Program Coordinators
Prepare for assessment by LEC of ENT497-498	Fall 2008 (completed)	Hergert
Implement new name for ECET—to be called Electrical and Computer Engineering Technology. Re-examine curriculum from ground up.	Fall 2003	ECET Program Coordinator
Implement TechPrep for ECET program	Fall 2004	Speckert
Consider moving MET program to Middletown and ECET (ECET) and EMET to Hamilton	Fall 2004	ENT Faculty
Explore feasibility of ECET BS program with UC-College of Applied Science	Fall 2003-	Hergert

	Spring 2004	
Improve assessment model for all programs	Fall 2003-ongoing	Hergert
Continuously improve this plan and all department plans (lab plan, teaching plan, assessment plan, etc.) Use Benchmarking as a tool.	Fall 2003—ongoing	All

*Goal 2: To effectively utilize current and emerging technologies to expand our delivery area to increase the number of students we serve. (The department began this initiative in fall 1997 by attending workshops, planning for full utilization of distance education, and by offering one course between Hamilton and Middletown. In January 1998, two ENT courses were delivered using distance education between Hamilton and Middletown. In Fall 1998, the department began offering the upper two-years of the BS program via distance education to Columbus State Community College.)*

Action	Date	Who:
Expand the use of distance learning in ENT courses such that three course per semester are delivered between Hamilton and Middletown each semester. (This is in addition to the connections with Columbus State and possibly other colleges)	Ongoing	ENT Faculty
Attend distance technology seminars and workshops	Fall 2003-Ongoing	ENT Faculty
Explore collaborative distance programs with other Ohio two-year colleges	Fall 2003-Ongoing	Hergert Speckert
Use Web software/pages for at least two ENT courses per semester	Fall 2003-Ongoing	ENT Faculty
Redesign and maintain ENT web pages	Spring 2004-ongoing	Micah Cooper then Pam Webb
Convert all BS EMET courses to CD/DVD	Fall 2004	Hergert
Assess learning in distance education courses	Fall 2003-Ongoing	Hergert Speckert

*Goal 3: To explore the development of new programs and options to existing programs as our enrollments increase.*

Action	Date	Who:
Explore collaboration with other two-year colleges for delivery of associate degree programs (e.g., Civil Eng. Tech)	Fall 2003	ENT Faculty
Develop proposal for Plastics Technology program. Note—this was done then put on hold. Reconsider again here.	Spring 2004	ENT Faculty
Explore feasibility of Electro-Mechanical associate degree program	Fall 2003	Hergert
Develop Electrical and Computer option in BS program	Fall 2004	ECET faculty
Explore collaboration with other two-year colleges for delivery of associate degree programs	Fall 2005	Hergert
Develop joint programs with Chemical Education in Middletown	Fall 2004	Drigel
Establish Microsoft Training/Certification program integral to new ECET program/philosophy	Fall 2004	Seifried

*Goal 4: To offer continuing education courses, workshops, and programs, which meet the needs of business and industry.*

Action	Date	Who:
Contact area industry to inform them about our programs and capabilities	Spring 2004-ongoing	Program Coordinators

Offer a variety of continuing education courses and software training sessions to local area business: AutoCAD, Advanced AutoCAD and Solid Edge, Advanced computer-aided modeling and analysis with ANSYS, Computer Numerical Control, etc.	Summer 2004	Ranatunga, Earley, Drigel, others
Establish Microsoft Training/Certification program	Fall 2004- Ongoing	Bommaraju and Seifried

*Goal 5: To explore the feasibility of developing a formal agreement with the central admissions office at Oxford whereby students that do not qualify for admission into the School of Engineering and applied Science will be directed towards the ENT department.*

Action	Date	Who:
Meet with SEAS Dean's office to discuss plan	Spring 2004	Earley
Meet with admission offices at all three campuses to design plan	Spring 2004	Earley
Monitor and continuously improve the project	Ongoing	Earley

## ***B. Student Learning***

*Goal 1: To prepare our students to use the most modern technologies and prepare our graduates for life-long learning and growth.*

Action	Date	Who:
Increase library resources and student usage of those resources as part of continuous improvement initiatives for each program	Ongoing	ENT Faculty
Continue to expand use of technical software.	Ongoing	ENT Faculty
Examine current practice and plan systematic development of students' writing (lab reports, term papers, etc.)	Ongoing	Program Coordinators
Improve the library resources by providing more visual learning aids such as video cassettes.	Fall 2004	Ranatunga
Develop a complete list of lab instruments that may be used commonly by various engineering subjects and maintain it as current annually.	Fall 2004	Frank and Don
Identify equipment that may be duplicated and/or built in-house with the help of student workers and/or senior design students.	Fall 2004	Earley
Collectively, develop new and innovative ways of supplementing baseline funding of laboratory equipment.	Fall 2004	Earley
Develop lab curriculum for each program/courses	Fall 2004	Program Coordinators

*Goal 2: To foster the application of academic principles consistent with industry practice through increased opportunities for co-op, summer internships, lab projects, and senior design projects.*

Action	Date	Who:
Incorporate safety policy/practices into lab curriculum	Ongoing	ENT Faculty
Develop lab curriculum consistent with industry practice (also see Goal 1 this section)	Fall 2004	Program Coordinators
Use ENT220 student reports as assessment tool	Ongoing	ENT Faculty and Shelley Cassidy
Formalize senior design course and presentations at Tech Fair and/or department	Spring 2004-	Hergert and

sessions	Ongoing	Earley
Include guest speakers in Senior Design course	Ongoing	Hergert and Earley
Develop industry based laboratory program through collaboration with local industry, high schools, and other departments.	Fall 2004	Earley
Work closely with our placement offices to expand our CO-OP program to all students who desire	Ongoing	ENT Faculty

**Goal 3: To provide effective academic and career advising for our students.**

Action	Date	Who:
Train new faculty on advising process. . Prepare an internal document (concise) describing the different streams that the student can follow to attain degrees.	Spring 2004	Joe Murray June Fening
Review academic advising process in department meeting at beginning of academic year and more frequently if needed.	Fall 2003 and ongoing	Speckert
Formalize senior design course and presentations at Tech Fair and/or department sessions	Ongoing	Hergert
Revise and update articulation agreement with Sinclair and Cincinnati State for MET BS	Spring 2004	Earley
Revise and update articulation agreement with distance partner colleges.	Ongoing	Speckert
Include guest speakers in Senior Design course	Ongoing	Hergert

**C. Student Body Quality and Composition**

**Goal 1: To recruit and retain a high quality, diverse student body with sufficient enrollment to meet the demands of local industry.**

Action	Date	Who:
Participate in all campus technical recruiting activities, open houses, tour & talks, etc.	Ongoing	ENT Faculty
Provide sound academic advice to current students and prospective students	Ongoing	ENT Faculty
Continue to utilize prerequisite check form to make sure students are properly prepared for courses	Ongoing	ENT Faculty
Keep each lab room neat, clean, and inviting. Be active in the labs. Involve yourself and students in projects outside of class.	Ongoing	ENT Faculty
Visit local high schools to introduce upcoming graduates about opportunities in ENT	Ongoing	Diane Cantonwine and ENT Faculty
Visit local 2yr colleges such as Sinclair to promote the new BSMET completion program.	Spring 2004	Earley
Visit local business and industry to discuss opportunities in ENT	Ongoing	Drigel

**Goals 2: To continue to expand and nurture our relationships with the K-12 community especially through the TechPrep program.**

Action	Date	Who:
Continue to be active partners in Tech Prep	Ongoing	Speckert
Each faculty member adopt two high schools which they then get to know well	Spring 2004- Ongoing	ENT Faculty
Expand our participation in TechPrep by involving all ENT faculty	Fall 2004- Ongoing	ENT Faculty

*Goal 3: To promote a supportive community learning environment free from racism, sexism, and all forms of prejudice.*

Action	Date	Who:
All faculty and staff are proactive in discouraging sexist and racist humor.	Ongoing	All ENT
Hire minorities as student workers	Ongoing	Speckert, Tonner, and Becker
Hire minority PT faculty	Ongoing	Speckert, Tonner, and becker

*Goal 4: To maintain a close working relationship with the partner colleges that articulate with our BS completion program.*

Action	Date	Who:

*Goal 5: To promote supportive community learning environment free from racism, sexism, and all forms of prejudice.*

Action	Date	Who:

#### ***D. Faculty and Staff Quality and Composition***

*Goal 1: To recruit and retain faculty who are well qualified, energetic, and supportive of the department, school, campuses, and the university.*

Action	Date	Who:
Establish faculty development plan to plan ahead for hiring and assimilating new full-time faculty into the department to 1) meet needs of new programs, 2) compensate for attrition, 3) supply demands resulting from increasing enrollments	Ongoing	ENT Faculty
Seek additional funding resources for professional development of faculty	Ongoing	ENT Faculty
Redefine a department structure that will enable growth and expansion (i.e., clarify program coordinators' role and hold accountable for same)	Fall 2003	Speckert and ENT Faculty

*Goals 2: To achieve diversity in composition by gender and ethnic backgrounds comparable to the diversity in the applicant pool for Engineering Technology.*

Action	Date	Who:
Hire at least one minority part-time faculty.	Fall 2004	Speckert
Hire at least two minority part-time faculty	Fall 2006	Speckert
Employ minority student workers	Ongoing	Tonner, Becker, Webb

*Goal 3: To attain a full-time faculty productivity level of 150-160 student credit hours per FTE faculty.*

Action	Date	Who:
Faculty assist with scheduling decisions which will help to achieve this goal.	Ongoing	Program Coordinators
Balance teaching assignments between campuses.	Ongoing	Speckert
Develop new ENT course (issues in technology and society) fulfilling the requirements of the Miami Plan Foundation (MPF) program.	Fall 2005	Seifried

*Goal 4: To promote excellence in teaching, service, and scholarship.*

Action	Date	Who:
In 1999, we revised our Teaching Evaluation Plan to make it consistent with SEAS Principles. We will now implement the plan.	Fall 2004-Ongoing	ENT Faculty
Evaluate and revise Teaching Evaluation Plan	Spring 2004-ongoing	ENT Faculty
Plan and seek funding for professional development activities.	Ongoing	ENT Faculty
Use annual performance reviews to encourage and track progress.	Ongoing	Speckert

### ***E. Resources and Facilities***

*Goal 1: To continually improve our labs and offices to support the learning, teaching, service, and scholarship of our department.*

Action	Date	Who:
Reorganize lab space and maintain neat and orderly labs to accommodate current needs and growing enrollment.	Ongoing	All
Develop plan for use of Nursing Space in Phelps and Mosler to be available in summer 2003.	Fall 2003	Speckert and Tonner
Develop plan for recapturing space in Middletown Thesken Hall.	Fall 2003	Speckert
Clean and keep organized all lab areas	Ongoing	ENT Faculty, Tonner, and Becker
Identify office space in Hamilton and Middletown for new visiting faculty.	Fall 2001	Speckert

*Goal 2: To increase the level of external support through gifts, grants, and awards.*

Action	Date	Who:
Write one grant or proposal for a major project (internal or external) per year per faculty member.	Fall 2004-Ongoing	ENT Faculty
Apply for another OLN Grant	Fall 2005	Hergert
Apply for NSF Grant	Fall 2004	Bommaraju
Apply for OBR Grant(s)	Spring 2006	Hergert and Speckert