



Workload Planning Update

May, 2007
Revised September, 2007

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Revised by C. R. Standridge

1) Benchmarking Research

The School of Engineering began its benchmarking effort during the Fall 2006 semester start-up meeting. Each engineering program committee was asked to identify 3 to 5 comparable and aspirant peers. In addition they were tasked with providing justification for their selections. The selections were delivered to the director at the end of September. Compiling the program committee lists resulted in several schools common to each program. Five comparable and aspirant peer engineering programs were identified. These are:

- Bradley University (comparable)
- California Polytechnical State University – San Luis Obispo (aspirant)
- California State University – Northridge (comparable)
- Mercer University (comparable)
- Rowan University (aspirant)

Data for each school/college was obtained from the American Society of Engineering Education database, university websites, and direct communication. Rationale for the selection of each university is included below. Also, included in the appendix are the completed spreadsheets for each university and school/college of engineering. The initial report was reviewed by the program chairs with minor modifications. One common thread through the selection of peers is that we are more in line academically with private universities, than public ones. More in-depth documentation of best practices is currently ongoing including the following:

- Faculty role in student advising
- Approach to curriculum reform
- Project and laboratory expectations
- Enrollment trends
- Approach to senior projects
- Secondary admission standards

Grand Valley State University – School of Engineering

The School of Engineering at Grand Valley State University provides an exceptional learning environment for future engineers. Our entering first year students had ACT scores ranging from 23 to 29 (first and third quartile). Total student enrollment in the School of Engineering is 603 students (Fall 2006 data). During this semester there were 544 undergraduates and 59 graduate students. The school currently has 23 faculty members (22.5 FTE). This results in a 26:1 student/faculty ratio. This ratio is higher than any of the benchmark schools/colleges. With the addition of three new faculty members in the fall 2007 semester, the student/faculty ratio will be 23:1, if enrollment does not increase. This would still be higher than our benchmark schools/colleges. One item that does distinguish GVSU's engineering programs is the integrated, required cooperative education experience for students. None of the benchmark universities identified contain a required co-op experience, however many do offer cooperative education experiences for interested students.

Bradley University - College of Engineering and Technology

University's Commitment to Principles of Liberal Education

Bradley University is a comprehensive university located in Peoria, Illinois. The university's mission statement does not specifically mention liberal education, but the following statement shows their commitment to a liberal education,

"Bradley University is committed to nurturing the multifaceted development of students to enable them to become leaders, innovators, and productive members of society. Our graduates are prepared for life and professions in a changing world and they are able to cross academic, geographic, and cultural boundaries. A Bradley education is characterized by small classes, active learning, mentoring by highly qualified faculty, challenging academic programs, opportunities for study abroad, and numerous co-curricular activities."

The College of Engineering and Technology at Bradley University includes the following statement as part of its mission statement,

"The engineering education program is demanding, but it develops broad skills in technical areas, an appreciation for the arts and humanities, writing and speaking skills, teaming skills, and problem solving skills and experience. All of these attributes are essential for success in today's, and tomorrow's, workplace."

The above statements are inline with the mission of Grand Valley State University and the School of Engineering.

Factors contributing to selection of this School/College

Several factors contributed to the selection of Bradley University as a comparable peer benchmark school. The college's commitment to undergraduate education and masters level graduate programs is noticeable. Bradley currently offers ABET accredited engineering degrees in:

- Civil Engineering
- Electrical Engineering
- Electrical Engineering with Computer option
- Industrial/Manufacturing Engineering
- Mechanical Engineering

In addition, Bradley offers programs in:

- Manufacturing Engineering Technology

- Bachelor of Science in Construction

Entering first year students had slightly higher ACT composite scores. The scores ranged from a low of 25 to a high of 29 (first and third quartile). This is comparable to GVSU's School of Engineering first-year student profile. During the same period of comparison (2005 data) our ACT composite scores were 23 and 29, respectively.

The total student enrollment for Bradley's engineering programs is 546 undergraduates and 145 graduate students. The college has 45 tenured/tenure-track faculty and 13 FTE teaching faculty (3 full time). This maintains a 14:1 student/faculty ratio.

In addition to offering an optional cooperative education experience, Bradley offers an optional engineering practicum program, similar to part-time cooperative education, for students.

One aspect of Bradley University's College of Engineering and Technology profile that stands out is the quality of the college and several of its programs. This has been recognized by many awards over the past years. The university has also been recognized multiple times by U.S. News and World Report as one of the top ten Midwestern colleges.

California Polytechnical State University - College of Engineering

University's Commitment to Principles of Liberal Education

Cal Poly is a comprehensive university located in San Luis Obispo, California. The university's mission statement does not specifically mention liberal education. The mission statement of the university is:

"As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, local, state, national, and international, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines in the United States and abroad. Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community."

The Cal Poly College of Engineering's mission statement is:

"The mission of the College of Engineering is to educate our students for careers of service, leadership and distinction in engineering or other fields by using a participatory, learn by doing, "hands-on" laboratory, project and design centered approach."

The mission of the college is similar to the GVSU School of Engineering's mission statement and focus. The use of active learning and "hands-on" laboratory experiences is identical to the approach used by the GVSU School of Engineering.

Although not specifically mentioned in the Mission statements of the university or college, graduation requirements for engineering students includes 8 units in communication, 16 units in the arts and humanities, and 16 units in society and the individual. This is in addition to the units of mathematics and science fulfilled through the required engineering coursework. A minimum of 8 units must be taken in upper division coursework. A unit is the same as a credit hour. Cal Poly holds classes on an academic quarter basis.

Factors contributing to selection of this School/College

Cal Poly is considered an aspirant peer of GVSU's School of Engineering. While Cal Poly has a substantially larger college of engineering (4800 undergraduate students) than Grand Valley's School of Engineering the approach and philosophy of the college is very similar including the commitment to a very "hands-on" approach. Known as Cal Poly's "learn by doing" philosophy it is incorporated in over half of all engineering courses. These courses have associated laboratories that provide the hands-on experience necessary to link theory with practice. In addition, students have the opportunity to participate in "real world" engineering problem solving through co-ops and internships with industry and government and through the senior project capstone design experience. Graduates are accustomed to working in diverse, goal-oriented teams. The college has a commitment to undergraduate engineering education as well as offering practice oriented masters programs (Obtained from the Cal Poly website; accessed 16 October 2006) .The College currently offers 10 undergraduate engineering programs including:

- Aerospace Engineering
- Agricultural Engineering
- Architectural Engineering
- Biomedical and General Engineering
- Civil and Environmental Engineering
- Computer Engineering
- Electrical Engineering
- Industrial/Manufacturing Engineering
- Materials Engineering
- Mechanical Engineering

In addition, Cal Poly offers 6 masters level graduate programs in:

- Manufacturing Engineering
- General Engineering with certain specializations
- Civil and Environmental Engineering
- Electrical Engineering
- Industrial Engineering

- Mechanical Engineering

It is important to note that in addition to the engineering programs above the college contains programs in Computer Science and Software Engineering.

Entering first year engineering students at Cal Poly had a slightly higher ACT composite scores. The scores ranged from a low of 25 to a high of 30 (first and third quartile). This is comparable to GVSU's School of Engineering first-year student profile. During the same period of comparison (2005 data) our ACT composite scores were 23 and 29, respectively.

The total student enrollment for Cal Poly's engineering programs is 4806 undergraduates and 256 graduate students. The college has 132 tenured/tenure-track faculty and 28.37 FTE teaching faculty (19 full time). This maintains a 19:1 student/faculty ratio.

One aspect of Cal Poly's profile that stands out is the U.S. News and World Report ranking as the #2 best undergraduate engineering program for programs without Ph.D.'s.

California State University – Northridge - College of Engineering

University's Commitment to Principles of Liberal Education

CSU - Northridge is a comprehensive university located in Northridge, California. The university's mission statement not specifically mentions the importance of a liberal education. The mission statement of the university is:

"California State University, Northridge exists to enable students to realize their educational goals. The University's first priority is to promote the welfare and intellectual progress of students. To fulfill this mission, we design programs and activities to help students develop the academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world, and a technological age; we seek to foster a rigorous and contemporary understanding of the liberal arts, sciences, and professional disciplines, and we believe in the following values."

The CSU - Northridge College of Engineering and Computer Science mission statement is:

"The College of Engineering and Computer Science seeks to be a recognized center for excellence for baccalaureate and masters education in computer science and in engineering. The College provides a quality education for its students. It is also a partner in the professional communities of computer science and engineering and provides an essential link between students' education and professional practice."

The mission of the college is similar to the GVSU School of Engineering's mission statement and focus. The interactions between the college and practicing engineers affords opportunities for students to be engaged in real world applications of engineering practice.

Factors contributing to selection of this School/College

Cal State – Northridge is considered a comparable peer of GVSU's School of Engineering. The college has a commitment to undergraduate engineering education as well as offering practice oriented masters programs. The College currently offers 5 undergraduate engineering programs including:

- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Manufacturing Systems Engineering
- Mechanical Engineering

In addition, Cal Poly offers 2 masters level graduate programs in:

- Engineering Management
- Metallurgical and Materials Engineering

ACT data for entering first year engineering students were not reported in the 2005 ASEE database.

The total student enrollment for CSU - Northridge engineering programs is 1200 undergraduates and 471 graduate students. Data for faculty and student/faculty ratio were not reported.

Mercer University - School of Engineering

University's Commitment to Principles of Liberal Education

Mercer University is a private, church-related university located in Mercer, Georgia. The university's mission statement specifically mentions liberal education. The mission statement is:

"Mercer University is a church-related institution of higher learning that seeks to achieve excellence and scholarly discipline in the fields of liberal learning and professional knowledge. The University is guided by the historic principles of religious and intellectual freedom, while affirming religious and moral values that arise from the Judeo-Christian understanding of the world."

The School of Engineering at Mercer University includes the following statement as part of its mission statement,

"The School of Engineering educates students to become practicing engineers and related professionals who are motivated to provide high quality service to clients and employers and to contribute responsibly through all aspects of their lives to their local, national and global communities."

The above statements are inline with the mission of Grand Valley State University and the School of Engineering.

Factors contributing to selection of this School/College

Several factors contributed to the selection of Mercer University as a comparable peer benchmark school. The school's commitment to educating practical engineers dedicated to local, national, and global communities is admirable. Mercer currently offers ABET accredited undergraduate engineering programs in:

- Biomedical Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Industrial/Manufacturing Engineering
- Mechanical Engineering

Entering first year students had slightly higher ACT composite scores. The scores ranged from a low of 24 to a high of 30 (first and third quartile). This is comparable to GVSU's School of Engineering first-year student profile. During the same period of comparison (2005 data) our ACT composite scores were 23 and 29, respectively.

The total student enrollment for Mercer's engineering programs is 421 undergraduates and 98 graduate students. The college has 32 tenured/tenure-track faculty and 1 full time teaching faculty. This maintains a 16.5:1 student/faculty ratio.

Rowan University - College of Engineering

University's Commitment to Principles of Liberal Education

Rowan University is a comprehensive university located in Glassboro, New Jersey. The university's mission statement specifically mentions liberal education as shown in the following:

"A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social and cultural contributions, the University enriches the lives of those in the campus community and surrounding region."

The College of Engineering at Rowan University was founded in 1995 by a \$100 million gift from Henry and Betty Rowan. The mission statement of the College of Engineering is stated below.

“The mission of the College of Engineering is to provide programs that respond effectively to regional aspirations and address the needs and changing characteristics of the leading-edge engineers of the future. The College aims to educate students prepared to apply technology for the betterment of society and to serve as change agents for the future. Rowan University also recognizes that the College of Engineering will aid in the economic and cultural development of southern New Jersey, while generating opportunities for its diverse graduates in local and national industries.”

The above statements are inline with the mission of Grand Valley State University and the School of Engineering.

Factors contributing to selection of this School/College

Several factors contributed to the selection of Rowan University as an aspirant peer benchmark school. The college's commitment to undergraduate education and its mission to provide programs to respond to regional aspirations is directly inline with those of the GVSU School of Engineering. Rowan currently offers ABET accredited engineering degrees in:

- Chemical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Mechanical Engineering

Additionally, Rowan's College of Engineering is beginning offerings of masters degree programs in several of its programs. Another hallmark of the College of Engineering is that the college has built a reputation for providing a "private school" education at a public school price. U.S. News & World Report ranked Rowan's College of Engineering – less than a decade old – 21st (tied) nationally among best undergraduate engineering programs accredited by the Accreditation Board for Engineering and Technology.

Entering first year students had an SAT verbal/math low and high score of 1,195 and 1,320. (first and third quartile). These SAT scores compare to ACT scores of 26 and 30 respectively. This is comparable to GVSU's School of Engineering first-year student profile. During the same period of comparison (2005 data) our ACT composite scores were 23 and 29, respectively.

The total student enrollment for Rowan's engineering programs is 478 undergraduates and 38 graduate students. The college has 32 tenured/tenure-track faculty and 4.33 FTE teaching faculty (3 full time). This maintains a 16.8:1 student/faculty ratio.

2. Scope of Unit's Work

The scope of the School of Engineering's work is inline with our strategic plan and mission statement. This aids in defining the scope of work for the School of Engineering

a) Mission and Values Statement of the School of Engineering

The mission and values statement for Grand Valley State University School of Engineering is shown below.

MISSION: Our mission is to prepare students to assume engineering positions in industry with the potential to advance to leadership positions.

It is the mission of the faculty to provide a curriculum which is relevant to current engineering practice and strongly applied in nature. The faculty provides an environment in which the students develop the knowledge and skills necessary to meet the engineering design challenges of the future with flexibility and creativity. Students develop technical competency through classroom/laboratory work and through the supervised on site work experience provided in the student's industry experience.

Our mission is fulfilled by commitment to continual improvement and refinement through critical review. Such review requires both close contact with current engineering practice and a commitment to those elements of a general education program required for a well-balanced education. For this reason faculty involvement with the student industry experience and with consulting practice will be strongly encouraged. At the same time close communication with the academic community at large will assure that our technical education is embedded in a strongly supportive general education program.

VALUES: Our values reflect our educational mission. We are an academic community in a nation for which the intrinsic value of each individual is taken as fundamental. Thus we strive to provide an environment in which each member of our academic community -- student, staff member, and faculty -- can reach his or her fullest potential.

Just as we value each individual in our community, we value the environment in which we live. The engineering community strongly influences the environment through the practice of its profession. For that reason we strive to build into our curriculum an awareness of, and sensitivity to, those areas in which engineering practice affects the environment. Such awareness extends beyond technical knowledge to include ethical responsibility in the practice of our profession.

The SOE offers 5 emphasis areas in the Bachelor of Science in Engineering (BSE) major: Computer, Electrical, Interdisciplinary, Mechanical, and Product Design and Manufacturing engineering. All of the emphasis areas are accredited by the Accreditation Board of Engineering and Technology (ABET). Due to the prescriptive nature of engineering programs a strict prerequisite structure must be adhered to in order to effectively educate new engineers. During winter semester 2007 we reviewed all of our prerequisites and made changes where appropriate.

b) Curricular Review and Improvements

Several curricular innovations and improvements are currently being undertaken by the SOE. The first of these is the development of a prospectus to change several of the emphasis areas to majors. This initiative is being undertaken due to the growth of the engineering program over the past 10 years. Additionally, this follows along with our Electrical, Mechanical, and Product Design and Manufacturing emphasis areas being programmatically accredited by ABET. The Computer and Interdisciplinary programs will remain as emphases under the ABET General Engineering criteria. It is anticipated that separate programmatic accreditation for the Computer emphasis will be obtained following our next general review in 2010. The change will also make the engineering program more marketable and valuable for students and provides clarity in comparing the GVSU engineering program with other institutions.

An additional prospectus for a minor in Bioengineering is currently under development. The addition of Dr. Samhita Rhodes to the faculty of the SOE provides an exceptional opportunity to develop the minor in collaboration with the GVSU Cell and Molecular Biology department. This minor is being pursued due to the growth and potential student interest in this field of study.

Discussions are also ongoing for the development of an Alternative Energy engineering minor. The minor will support our activities with several regional entities including The Rapid, MAREC, and other new companies to west Michigan. Student interest in this curricular area is growing at a very fast pace.

Additionally, all engineering program curricula are reviewed on a regular basis by the individual program faculty to determine the current status of engineering education and practice. See the section on Assessment for further details.

c) Committee Structure

In order to optimize the limited time availability of the faculty, the SOE has established a faculty committee for each engineering emphasis program. The committee's are composed of faculty whose professional interests and educational background match the engineering emphasis.

The program committees include:

- Computer
- Electrical
- Mechanical
- Product Design and Manufacturing

These committees meet on a regular basis and review curricular issues, capital budgets and equipment requests, curriculum and course changes, and other program related matters. Each program is chaired by a faculty member from that program. The Interdisciplinary emphasis committee is composed of faculty whose expertise matches the proposed interdisciplinary program. All committees report back to the entire SOE faculty and staff at the regularly scheduled faculty/staff meeting.

Other standing committees of the SOE include the Academic Review Committee (ARC) and the Graduate committee. Members of the ARC review all of the secondary admit applications at the end of the fall semester to determine the students eligible for admittance to upper division standing in engineering. Additional responsibilities of the ARC are to review engineering student's academic progress through the engineering programs, hearing of student grievances, and determining the admission criteria for secondary admit.

The Graduate committee is composed of engineering faculty from each engineering program and who teach in the graduate program. The committee is charged with setting admissions criteria, curriculum changes and approvals, and other business related to graduate engineering education at GVSU. The committee is chaired by the Graduate Director of the SOE.

d) Assessment

Assessment activities in the SOE are an ongoing activity. This is required due to the ABET accreditation outcomes-based assessment approach. Additionally, it supports the assessment efforts of the university. Our assessment approach involves all of our constituents. These include:

- Students
- Employers
- Alumni
- Faculty visits to co-op employment sites
- Co-op employers/supervisors
- Industry Advisory Board
- Faculty

Each constituent group is surveyed on a regular basis and the results compiled and reviewed by each program committee faculty. Every semester each faculty completes an End of Semester (EOS) Assessment form for each course/lab taught that semester. At the end of the semester the forms are distributed to the individual program faculty, as well as, the data from the previous semester's co-op visits. An EOS program meeting is held at the end of the semester and courses are reviewed for relevancy, student learning outcomes, prerequisite changes, and other information that could impact the program curriculum.

e) Outreach Activities

The SOE is actively involved in outreach activities to the local community. All faculty members participate in at least one outreach activity annually. Our outreach efforts include the following:

- FIRST Robotics
- STEPS summer camp

- Sibley Elementary school fifth grade science and engineering activities
- Science Olympiad events
- Michigan Society of Professional Engineers E-Week activities
- KISD outreach for interested students in engineering
- Fundamentals of Engineering review courses

Outreach is a hallmark of the unit and supports the Padnos College and School of Engineering mission.

f) Cooperative Education

The School of Engineering requires that students complete three alternating semesters of cooperative education as a requirement for graduation. Students begin their co-op experience at the completion of the first two years of the engineering programs. Due to the alternating structure of the assignments, students are required to take courses during two spring/summer semesters. This also requires that the majority of the faculty teach twelve months. With the addition of new faculty more are eligible to have a spring/summer semester off, but the stress of teaching in a twelve month program sometimes results in a burn-out effect during the fall semester.

3) Workload and Rewards Policy

A task force was established in the School of Engineering to develop a guidelines, procedures, and processes for implementing an equitable workload and rewards policy for the school of engineering. One member from each engineering program agreed to serve on the task force. The members are:

- Pramod Chaphalkar (Mechanical Engineering)
- John Farris (Product Design and Manufacturing Engineering)
- Paul Johnson (Electrical and Computer Engineering)
- Charlie Standridge (Graduate Engineering programs)

An extensive list of example activities suitable for a one course (3 credit hour) teaching reduction has also been developed. Using the benchmark engineering programs we are currently focusing on identifying best practices in teaching, scholarship, and service workloads. Our next steps included implementing the actual policies and procedures for the upcoming calendar year. The policy was reviewed and approved by the engineering faculty in December 2006. The approved policy is included below.

Faculty Workload and Rewards Policy

I. Overview

This document describes the School of Engineering policy on Faculty Workload and Reward. The document also serves as a guide to the School of Engineering faculty in developing their annual individualized workload plans. The document is intended to be compliant with the faculty handbook at Grand Valley State University, section on General personnel policies. In matters of policy and procedures the faculty handbook supersedes this document. It is also intended to help faculty demonstrate their continued currency in teaching techniques and technical content. Consistent with the teaching mission of Grand Valley State University, teaching loads are assigned to meet the needs of the unit. Using Sections II and III of this policy, faculty will complete their annual workload plans. These will be used in conjunction with the Annual Activity Report, according to the FPPC policy, for annual review.

II. Individualized Workload Components

A. Overview

Each School of Engineering faculty member is required to maintain an annual academic year workload of 24 credits. The baseline workload requirement for each faculty member is to teach 18 credits per academic year and demonstrate baseline levels of scholarship and service to the university and community. Additionally, a School of Engineering faculty member must propose up to 6 credits per academic year as a significant focus: additional teaching, scholarship, and/or service. The bulleted items listed below are intended to be suggestive in nature and not inclusive of all activities in which an engineering faculty member may be engaged.

B. Baseline Levels for Teaching, Scholarship, and Service.

a. Teaching

- Teach a normal class load – 9 credits/ semester or maximum of 18 credits/academic year
- Maintain up-to-date course documents (syllabi, exams, etc.)
- Maintain acceptable student evaluations
- Hold a reasonable number of office hours/week, this may include scheduled office hours or on-line office hours
- Engage in student academic and professional advising
- Demonstrate currency in course content
- Demonstrate currency in teaching methods
- Maintain effective and up-to-date teaching materials

b. Scholarship

- Regular readings of new textbooks and appropriate technical journals

- Participate in university supported discussion groups
- Learn and use of a new tool or software to be integrated into a course or lab
- Membership and activity engaged in professional societies
- Participate in engineering education or technical conferences

c. Service

- Actively participate in School of Engineering committee, full school meetings, program meetings, Academic Review, etc.
- One other service activity to the profession, school, college, university, or community

C. Example Activities that can be used for a three (3) credit significant focus

a. Teaching

- Teaching 3 additional credits/semester, with a maximum of 12 credits/semester

b. Scholarship

- Develop teaching workshops for external use
- Refereed conference papers
- Refereed journal papers/articles
- Supervise and mentor undergraduate and graduate student research and development
- Supervise and mentor graduate student thesis/project advising
- Offer independent study courses
- Attend professional development courses
- Obtain professional licensure
- Engage in paid consulting through Grand Valley State University
- Write grant proposals and submit
- Review textbooks for publishers
- Review conference/journal papers
- Write textbooks
- Developing/establishing external scholarship activities with other universities
- Major curriculum development
 - Develop a new course
 - Develop major pedagogical changes to a course or program

- New laboratory development, both equipment and facilities
- Develop new course/laboratory materials
- Patent applications and development work through GVSU

c. Service

- Student societies advisor
- Additional substantial university service:
 - University Curriculum committee
 - School of Engineering mentoring group
- Fundraising, both monetary and equipment
- Recruitment and retention efforts
- Developing/establishing industry contacts
- Chairing a conference session(s)
- Organizing professional conferences (ASEE, ASME, IEEE, SME, etc.)
- Officer in a professional society (local, regional, or national)
- Recurring programs of community service
 - Sibley Elementary
 - FIRST Robotics
 - Science Olympiad
 - STEPS
 - FE review
 - LOVE, Incorporated
- Pro bono workshops
- Additional Administrative duties
 - Program Chair (CE, EE, ME, PDM) – (3 credits/semester)
 - Graduate Director of the School of Engineering (3 credits/semester)
 - Assistant Director of the School of Engineering (3 credits/semester)
 - Co-op supervision (5 students = 1 credit)

III. Individual Strategic Plan

Each faculty member must develop and maintain an individual strategic plan stating goals for teaching, scholarship and service. This plan must be consistent with the strategic plan of the

School of Engineering. Each faculty member's strategic plan must be submitted at the same time as the Annual Individualized Workload Plan. Examples are available for review.

This plan is subject to review and approval by the Director of the School of Engineering and the appropriate School of Engineering Committee.

IV. Annual Individualized Workload Plan

Each faculty member must develop an annual workload plan consistent with that faculty member's strategic plan. A draft workload plan must be submitted, using the required form, to the Director of the School of Engineering by September 15 of each year.

In completing and submitting the Annual Individualized Workload plan each faculty member should consider the following:

Teaching: A person needs to indicate the number of credit hours he or she will be teaching per semester. Listing specific courses may be impractical because of expected changes between when the time schedules are built and the semester begins. The specific courses taught will be listed on the Annual Activity Report (AAR) when it is time for the annual evaluation.

Scholarship: The more detailed a faculty member can be in planning scholarship activities, the better the Director will be able to support the effort with related resources, collaboration, or other professional opportunities. However, the faculty member only needs to plan what scholarly project(s) he or she will pursue and for what outcome or audience. For example, faculty should give at least the general topic of a publication, presentation, or activity they will be working on. However it is not necessary to provide exact detail on the approach to the topic, focus within the topic, or the specific publication, exhibit, performance venue, project, or conference to which it will be submitted or applied. The details of work accomplished will be included in the AAR at annual review time.

Service: The same general rule applies to planning service activities. Faculty will need to plan the type of activities they are interested in performing, or for which he/she is running or applying. The details about service work actually accomplished will be noted on the AAR submission for the annual review, as is current practice.

The Director will notify all School of Engineering faculty when the draft workload plans are submitted. Faculty will be given the opportunity to evaluate his/her colleagues individualized workload plan and strategic plan unless a two-thirds majority of the faculty vote to waive that option. Following academic year schedule development a faculty member will be presented their teaching schedules for the next calendar year (winter, spring/summer, and fall semesters) in order to provide guidance to the faculty in submitting a final workload plan. A faculty member's calendar year schedule will be presented prior to the Thanksgiving holiday break, unless prior notification is given by the Director. The final workload plan must be submitted, using the required form, to the Director no later than the last day of classes for fall semester.

The draft and final workload plan is subject to review and approval by the Director of the School of Engineering and the appropriate School of Engineering Committee. Faculty who disagree with the final workload plan approval may appeal using pertinent supporting material according to the procedure specified in Chapter 3, Section 3.01.P.3 Complaint Procedure of the GVSU Faculty Handbook.

Any changes to a faculty member's final approved individualized workload and rewards plan must be communicated to the Director in writing within 30 days of a substantial change, including supporting documentation. This includes both faculty and administrative changes.

V. Annual Individualized Workload Plan Timeline

- Early February – Faculty submits draft Annual Individualized Workload Plan and updated Individual Strategic Plan with annual Faculty Activity Report.
- Mid February – Faculty evaluation of draft Annual Individualized Workload Plans and Individual Strategic plans due with colleague salary recommendations
- Prior to Winter commencement – Discussion of draft Annual Individualized Workload Plans and Individual Strategic Plans between faculty member and Director
- Prior to the Thanksgiving Break – Faculty receive calendar year schedules from Director
- Last day of fall semester classes – Final faculty Annual Individualized Workload Plans and Strategic Plans due

VI. Annual Performance Review and Salary Adjustment

During the annual salary and performance review meeting each individual faculty member, their program chair, and Director will also discuss the faculty member's individualized workload plan for the coming calendar year, in addition to the peer salary recommendation. The Director will provide written evaluation of the faculty member using the Annual Performance Evaluation document. The approved Faculty Workload Plan and Annual Activity Report will be used in the annual evaluation of faculty according to the GVSU FPPC policy.

Approved: 5 December 2006

Annual Individualized Workload Plan Form

In collaboration with your Unit Head, establish an annual workload plan that contains teaching, scholarship, creative activities and service expectations. Identify activities for the 2010 calendar year that best represent your interests and strengths while contributing to the unit, college, and university teaching, scholarly/creative activities, and service goals. In light of course scheduling deadlines, please submit your preliminary workload plan form by your department's scheduling request deadline. Each department will establish the date for submitting completed final workload plans and are available to all unit faculty members. Faculty Activity Reports should be submitted to the Unit Head at the time designated by your department during winter semester.

Name: _____ Date: _____

Workload Plan for the 2010 Calendar Year

(Designate with an asterisk (*) any planned activities listed below that contribute to the work of a unit outside of your home department or school)

Teaching: (list number of credit hours on the preliminary plan and specific courses on the final plan document)

Winter Semester:

Summer Semester:

Fall Semester:

Other Teaching Related Activities: (Some examples include pedagogical and curriculum development, career advising)

Scholarship and Creative Activities:

University Service: For each activity designate the type of service as (u) for unit, (c) for college, or (uw) for university

Community Service:

Areas of Significant focus - Summary

Please attach your Individual Strategic Plan and Identification of Resources for Professional Growth:

Faculty Member Comments:

Unit Head Comments:

Required Signatures:

_____ Faculty Member	_____ Date
_____ Unit Head	_____ Date
_____ Dean	_____ Date



Individualized Strategic Plan

Name:

Date:

- I. Areas of Expertise and Interest
- II. Teaching
- III. Professional Development
- IV. Service
- V. Areas of Significant Focus - Summary