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Faculty of Engineering and Technology, Rohtak University, Kanpur
Department of Mechanical Engineering
Strategic Plan (2020-2025)





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Faculty of Engineering and Technology, Rama University, Kanpur
Department of Mechanical Engineering
Strategic Plan (2020-2025)

Introduction

Rama University, FET, Mechanical Engineering Department will be recognized by some of the national and professional bodies as well as government bodies. This is a promising start for an institution which aspires to break into the league of top 500 institutions in the world in the next 5 years.


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	<p>Ranked by National Institutional Ranking Framework</p>
	<p>Ranked in BRICS QS Ranking</p>
	<p>Ranked in ASIA QS Rankings</p>
	<p>Ranked in THES World Rankings</p>
	<p>Ranked in THES Asia Rankings</p>

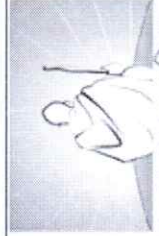

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	<p>National Board of Accreditation for Mechanical Engineering Department</p>
	<p>National Assessment and Accreditation Council (NAAC) for the Institution</p>
	<p>Establishing International - The Society of Automotive Engineers & Society of Manufacturing Engineers.</p>
	<p>Establishing International - The American Society of Mechanical Engineers & Institution of Mechanical Engineers</p>
	<p>Establishing - Pradhan Mantri Kaushal Vikas Yojana (PMKVY)</p>
	<p>Establishing - Institution's Innovation Council (IIC)</p>

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 <p>उन्नत भारत अभियान UNNAT BHARAT ABHIYAN</p>	<p>Establishing - Unnat Bharat Abhiyan</p>
 <p>MSME MICRO, SMALL & MEDIUM ENTERPRISES सूक्ष्म, लघु एवं मझम उद्यम OUR STRENGTH • हमारे ज़ोर Ministry of MSME, Govt. of India</p>	<p>Collaboration - Ministry of Micro, Small & Medium Enterprises - MSME</p>


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RAMA UNIVERSITY, FET, Mechanical Engineering Department vision to become
an institution of eminence

To become the epicenter of education, research and innovation by creating and
disseminating knowledge across the globe influencing and impacting the better
future of beings


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Vision:

To be a leading global technology university that provides a transformative education to create leaders and innovators, and generates new knowledge for society and industry.


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Mission:

- To create an ambience in which new ideas, research and scholarship flourish, and from which the leaders and innovators of tomorrow emerge.
- To address problems faced by the nation and the world through the talent we nurture and the research we do.
- To provide an education that transforms students through rigorous coursework and by providing an understanding of the needs of society and industry.
- To collaborate with other academic and research institutes around the world to strengthen the education and research ecosystem.

Goals

Rama University, as a modern research university, performs a diverse set of activities, which include:

- ✓ Educating high quality manpower with the required skills and knowledge at both undergraduate and postgraduate levels.
- ✓ Generating new knowledge through fundamental research.
- ✓ Being a repository of knowledge and of experts.
- ✓ Being a source of new ideas and independent opinions through scholarship.
- ✓ Being a source of innovation leading to solution of local problems, development of new products, processes, and formation of new businesses, leading to wealth and employment generation.

In addition to the broad range of activities that the department carries out in pursuit of its mission, the following goals have been identified to be given special emphasis in the strategic key pillars to highlight Rama University into top 500 world university rankings in the next 5 years.

1. Academic Excellence
2. Research Excellence
3. Talent Recruitment
4. Collaborations

These strategic pillars will be enabled by the presence of a robust governance structure in the university, an enabling infrastructure and availability of sufficient funding.

In the implementation of our Strategic Plan, we look to our core values to steer us through decision-making:



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Faculty of Engineering and Technology, Rama University, Kanpur

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- Excellence, Integrity, and Academic Freedom
- Global Vision and Local Commitment
- Inclusiveness, Diversity, and Respect

2020-21 onwards	Research Projects	Minimum one research project mandatory for department at Assistant Professor level and above	This project may also be sent for seed money grant to R&D Cell and may also involve students to combine with diploma & PG students projects
2020-21 onwards	Diploma Students Research Projects	each Faculty member to mandatorily design one project involving 4-5 Diploma & PG students	
2020-21 onwards	Books	minimum two book mandatory for department in one session with a reputed publisher	
2020-21 onwards	Book Chapters	minimum one chapters mandatory for each Faculty member in one session with a reputed publisher only	

2020-21 onwards	Research/ Review Articles	minimum one papers mandatory for each Faculty member in one session with a SCOPUS/UGC indexed journal only	
2020-21 onwards	Patent	minimum one patent mandatory for each Faculty member in one session	
2021-22	Consultancy		

Targeted State of Department


The targeted state of the Department of Mechanical in 2020 should be a significantly improved Department in the areas of faculty, students, and instructional facilities. Due to hires, retirements, etc., the Department should have a significantly different faculty composition. It is important that the Department faculty at that time, therefore, reflect an increased number of female and minority faculty members; however, this must be conjoined with the requirement of maintaining uniformly high standards both at the time



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of hiring and during the promotion and tenure process. Note that an important measure in determining high national ranking is diversity in faculty; hence, this is critical for the achievement of the strategic objective and strengthens all aspects of our mission. Hiring process – with the caveat that such faculty members should be able to meet teaching and service requirements expected of more traditional faculty members. The environment in the Department will foster collaboration between faculty, and the Departmental administration will actively seek to encourage faculty teaming. There should be a number of non-tenure-track faculty within the Department who will focus on undergraduate teaching and hence allow tenure-track faculty to focus more (but not exclusively) on graduate education and research. Care must be taken to have in place strategies and policies that create a separate rewards structure for both the tenure-track and non-tenure track faculty, thus, providing an adequate path to excel in teaching and research scholarship. Undergraduate student to faculty ratios for tenure-track faculty should be established relative to campus but also in light of strategic objectives. The ratio of graduate to undergraduate student enrollment in the Department should be significantly higher than it is now, with increased Ph.D. student supervision for both major degree programs. Greater quality control for undergraduates should be exercised at both the initial point of entry into the Department as well as throughout the academic


Rajendra Kumar
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career of an undergraduate. This will mandate keeping track of grade point average (GPA) trends both in-house, on campus, and nationally, and increased expectations in terms of student performance and academic achievement.

The instructional laboratories in the Department should be greatly improved, in terms of quality, relevance, degree of tie-in with lecture coursework, etc. Expectations of service, teaching, and research should be clearly defined and weighted to reflect a well-balanced approach in line with the expectations of institutions that are ranked near and above our desired level. However, expectations should be structured to recognize that every tenure-track faculty member will necessarily have a somewhat different balance between these three areas.

Finally, the Academy should be closely involved with both the Department Chair and faculty in facilitating Departmental goals that require external support and sponsorship, with emphasis on both infrastructure improvement and faculty development.


Asst. Prof. Dr. Manoj Kumar
Mandirani, Kanpur-20217

Strategic Measures

The following measures were suggested by the Department Chair and passed by the Departmental faculty as being viable quantifiable means of assessing current and future levels of performance, specifically within the context of tracking the degree to which the overall objective of this Strategic Plan is met. These measures were selected with consideration of external ranking methodologies and techniques and hence significantly emphasize research/scholarship performance. Means to address these measures as well as specific targets are addressed through the Plan at both the theme and action level.

- Undergraduate student enrollments and student to full-time faculty ratio
- Undergraduate student to graduate student ratio
- Graduate Record Examination (GRE) of graduate students
- B.Tech, Diploma, and M.Tech. degrees awarded per full-time faculty



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- Fraction of graduate students on support and Graduate Research Assistant (GRA)/Graduate Teaching Assistant (GTA) ratio
- Journal articles per full time faculty
- Research expenditures per full-time faculty
- Professional society fellows
- Under-represented faculty
- Editor/associate editorship

Benchmark Institutions

When constructing the strategic plan in 2020, the ME faculty set our objectives to having performance which was equivalent to ME programs in the top 50 and AE programs in the top 35 nationally. These departments constituted our “target set” to which we have been benchmarking our annual performance.



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From this larger group of ranked institutions, five benchmark (comparator) departments were chosen and approved by the ME faculty. Criteria used in selecting the five comparators from the “target set” included: 1) Only public institutions were considered, 2) A majority needed to be departments with both ME and AE programs ranked in our target set, and 3) At least one of the five needed to be a program at an institution used by the S&T campus for best in class (BIC) comparison to ensure alignment with the campus. The chosen benchmark departments include:

- 1) IIT – Both ME and Diploma programs.
- 2) NIITs – Both ME and Diploma programs.
- 3) University of Bennett – Both ME and Diploma programs
- 4) GLA University – Both ME and Diploma programs.



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In the tables which provide benchmark measures for the respective themes, the baseline data are for 2020 which corresponds to the year this strategic plan was adopted by the faculty of the Department.

Strategic Targets

The engineering departments at Rama University chose three external measures to be used to benchmark to our comparator departments. Below are the ME 2025 Strategic Targets for these three measures:

- 1) PhD enrollment per Tenure/Tenure Track (T/TT) faculty – 10
- 2) Research Expenditures per T/TT faculty – 20 lacks
- 3) Archival Publications per T/TT faculty – 10.0 over a five year cumulative measure


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Identification of Specific Themes

In order to accomplish the overall strategic objective of this Plan, a number of specific themes have been identified and formulated. These themes are particularly focused on various major aspects of the mission of the Department; faculty, research, teaching, laboratories, and alumni. In subsequent sections, each specific theme will be examined in terms of current measures, target measures, action items to move from current to target measures, and responsible parties. These measures are based on where the Department is at the present time, and on the perceived potential for where the Department should be in 2025, based on the Overall Strategic Objective.

Specific Themes Selected:

- A. Enhance national visibility through an expanded and diversified faculty
- B. Expand graduate education opportunities and research



- C. Improve quality of the undergraduate programs
- D. Improve the department instructional laboratories
- E. Establish and improve ties with alumni
- F. Create a department environment that acknowledges and rewards staff contribution and performance

These specific themes are directly associated with the overall vision laid out in the 2020-2025 Campus Strategic Plan - Rising to the Challenge. These connections are made to specific campus levers for each theme in the relevant section. In addition it is shown that this plan is supportive of the needs of all six customer groups identified in the Campus Plan.



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Theme A: Enhance national visibility through an expanded and diversified faculty

Relevance to the Campus Plan:

Theme A of the ME Plan is focused on identifying and developing existing and new technical strengths through focused faculty hiring, faculty development, and merit based performance recognition. These actions support the Campus Plan through:

Lever 2.1 – Employ transformative and focused hiring, including cluster hires, in selected areas of expertise to support BIC achievements.

Lever 2.2– Develop a culture of excellence in research, scholarship and creative activity among faculty, staff, and students.


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Theme A of the ME Plan also promotes faculty diversity and inclusion on several levels including recruitment, hiring, and development. This supports the Campus Plan through:

Lever 2.3– Promote inclusion and increase diversity of faculty, staff and students to remain relevant and competitive in a global environment.

Key customer groups impacted: Research based graduate students, research investors



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Themes/Actions Items

Action Item A.1: Develop a general hiring strategy and hiring/replacement priorities plan

- A.1.a Develop a comprehensive hiring plan.
- A.1.b Establish a mechanism and precedent for Technical Committees to give input on hiring

Action Item A.2: Hire nationally prominent faculty

- A.2.a Work closely with Advancement/Alumni/Corporations to obtain funds and support in order to endow professorships and chairs.
- A.2.b Technical Committees identify high-impact research areas and external individuals.
- A.2.c Augment/upgrade some current positions



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Action Item A.3: Focus faculty teaming and mentorship

- A.3.a Make concerted effort to identify/form research clusters in existing strength areas, led by established faculty.
- A.3.b Hire new faculty in existing cluster areas.
- A.3.c Hire chaired/named professor in new area and facilitate this individual in forming a new cluster with designated faculty lines
- A.3.d Leverage Department faculty hires with interdisciplinary research centers.
- A.3.e Nominate faculty to fellow status in national technical organizations.
- A.3.f Establish and implement a formal young faculty mentoring program.

Action Item A.4: Develop and implement coordinated startup funds and faculty sponsorship plan

- A.4.a Plan proactively for resources for competitive startup fund packages.
- A.4.b Find funding to increase startup packages by seeking/creating external 'named sponsorships.


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Action Item A.6: Develop Non-Tenure-Track Faculty Plan

- A.6.a Establish performance expectation guidelines for faculty
- A.6.b Produce promotion guidelines, similar to guidelines for Tenure Track faculty.



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Theme B: Expand graduate education opportunities and research

Relevance to the Campus Plan:

Theme B of the Plan promotes growth of the graduate program with a focus on the PhD component. This growth is encouraged through improved funding to support students, visibility of faculty research programs, among other actions. These efforts support the Campus Plan actions described under:

Lever 1.2 – Foster innovation and creativity for faculty, staff and students.

Lever 3.1 – Evaluate current academic programs and create, modify, eliminate or combine in order to ensure a relevant portfolio that supports classification as a national research university.

Lever 4.5 – Engage in transformative doctoral student recruiting/retention and placement.

Key customer groups impacted: Research based graduate students, research investors, distance and online students.



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Themes/Actions Items

Action Item B.1: Increase size and quality of Ph.D. programs

Develop a program for graduate fellowships in order to support doctoral students during their first year of Ph.D. work.

Action Item B.2: Improve graduate student recruitment

Develop formal outreach approach to outstanding on-campus undergraduate students. Strengthen connections with key international universities. Utilize current graduate students and recent graduates for recruitment/ information dissemination about graduate program. (Graduate Chair, Department Chair, Timeframe: Develop 2012-2013, implement annually)



Action Item B.3: Improve graduate student productivity/quality

Establish guidelines for recommended number of publications for graduate students.

Action Item B.4: Establish data-base for tracking Ph.D. placement and career path, and work to place best students (especially those already in professional roles) in academia.

Action Item B.5: Review current graduate curriculum regulations/requirements in order to support growth of graduate program (to meet targeted measures).

Action Item B.6: Significantly increase research funding per faculty

B.6.a Develop incentives through faculty workload policy and available merit raises in order to increase/



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Reward proposal writing and grants awarded and to encourage faculty to pursue high risk/high reward funding in targeted situations. As part of faculty workload policy, decrease teaching loads in a coordinated fashion for research active faculty and for new (tenure-track) faculty.

B.6.b Find external support for a technician and a secretary for support of research activities.

Action Item B.7: Increase faculty scholarly activities

Develop incentives through faculty workload policy and available merit rises in order to increase/reward important scholarly activities such as writing of books, prestigious journal articles, etc. Develop plan to show-case and advertise faculty scholarly activities both within the Department and across the campus and research communities.


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Action Item B.8: Increase national and international visibility of faculty

Develop incentives through faculty workload policy and available merit rises in order to encourage faculty to apply for prestigious awards in their research communities, take leadership roles in their professional communities and to become fellows in their professional societies. For junior and mid-level faculty, use incentives to encourage faculty to become involved in their professional communities and apply for awards specifically for young faculty



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Theme C: Improve quality of the undergraduate programs

Relevance to Campus Plan:

Theme C of the Plan brings attention to ensuring continual improvement in the quality of the undergraduate program in an environment of strong and growing enrollment. These actions clearly support the Campus Plan through actions under:

Lever 2.2 – Rama University.

Key customer groups impacted: Undergraduate students, employers.

Themes/Actions Items

Action Item C.1: Monitor and manage the undergraduate enrollment with focus on student to faculty ratio and on improving the quality of undergraduate students admitted into the programs Examine current student quality measures and issues and suggest methods and measures for review of the faculty in order to ensure increased emphasis on student quality. Improve and strengthen the entrance criteria for admittance into the Department by developing a plan for objective and Department-specific evaluation of entering students. Explore requiring a departmental entrance examination that will be required for all students. Construct a data-base tool that provides complete and cross-checked pre-requisite histories on all students that is cross-linked with current student performance to allow identification of weak links in requirements/academic paths for undergraduate students.

Action Item C.2: Monitor and continuously evaluate student GPA performance

Formally examine and annually report on average student GPA and attempt to institute reasonable uniformity in terms of student performance/learning across sections. Develop



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process to identify and, if necessary, mitigate grade inflation/compression within the Department. (Department Chairman, Timeframe: Starting 2012, implement analysis and process annually)

Action Item C.3: Reassess and, as deemed necessary, revamp curriculum in order to reflect major changes in engineering sciences and industry/professional requirements

Require technical committees to formally assess relevant curriculum and courses at periodic intervals, via reports to the Department Chair, in order to assure that the curriculum is uniformly preparing students for the technical work environment/graduate environment they will encounter. Formally structure a process such that Academy representatives can advise on curriculum as well.


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Action Item C.4: Improve type and quality of undergraduate advising

Hire staff member for undergraduate advising (routine advisement) and appropriately restructure Departmental advising process. This staff member will handle all routine advisement needs (Departmental and Freshman Engineering). Set up a centralized career advising resource for undergraduates (data base of recent graduates who have entered the profession with courses taken, type of employment, etc.). Develop a process linked with academic advising that targets qualified undergraduate students for undergraduate research (preferential selection).

Action Item C.5: Establish rigorous and meaningful requirements for senior exit assessment examination

Develop, recommend, and implement procedures that will produce meaningful senior exit assessment scores and analysis (i.e., minimum score requirement to graduate or pass/fail notation on transcript).


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Theme D: Improve the department instructional laboratories

Relevance to Campus Plan:

Theme D of the Plan focuses on transforming the instructional laboratories. This theme was the genesis of the Campus Plan action item 3.3.1. Hence in addition to supporting the development of

Lever 3.3 of the Campus Plan, Theme D of the Plan also addresses actions under:

Lever 4.2 – Enhance instructional labs and methods of developing lab experiences.

Key customer groups impacted: Research based graduate students, undergraduate students.


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2020 status: Currently the instructional laboratories in the Department of mechanical and Aerospace Engineering consist of a series of prescribed experiments, conducted for students, in a two-or three-course sequence over the undergraduate curriculum. Most experiments aim at making a connection between concepts taught in lecture courses and actual engineering hardware as well as having the students encounters some level of hands-on experience. Most experiments were designed many years ago with the objective of demonstrating a single principle or concept for use in only one lab course. As a result, most experiment stations are only used by a student one time in their undergraduate education. Often this one time experience is not in parallel with the teaching of the engineering principle in the lecture; hence, a critical teaching moment is lost.

2025 target: The laboratory environment in the Department will provide curriculum-integrated lab experimental stations and associated systems integration equipment and hardware that can serve all aspects of our program and curriculum (undergraduate and

Graduate instructional purposes, and potentially some related research activities). This laboratory environment will be continuously and proactively supported (i.e., funded and maintained) and kept relevant to the curriculum and needs of the Department.





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Themes/Actions Items

Action Item D.1: Develop and implement plan for producing/developing/purchasing innovative and significant upgrades in current instructional laboratory equipment and experiments.

This plan should be focused on the production, development, and/or purchase of a suitable mix of integrated laboratory experimental stations and flexible systems integration modules that can serve the curriculum.

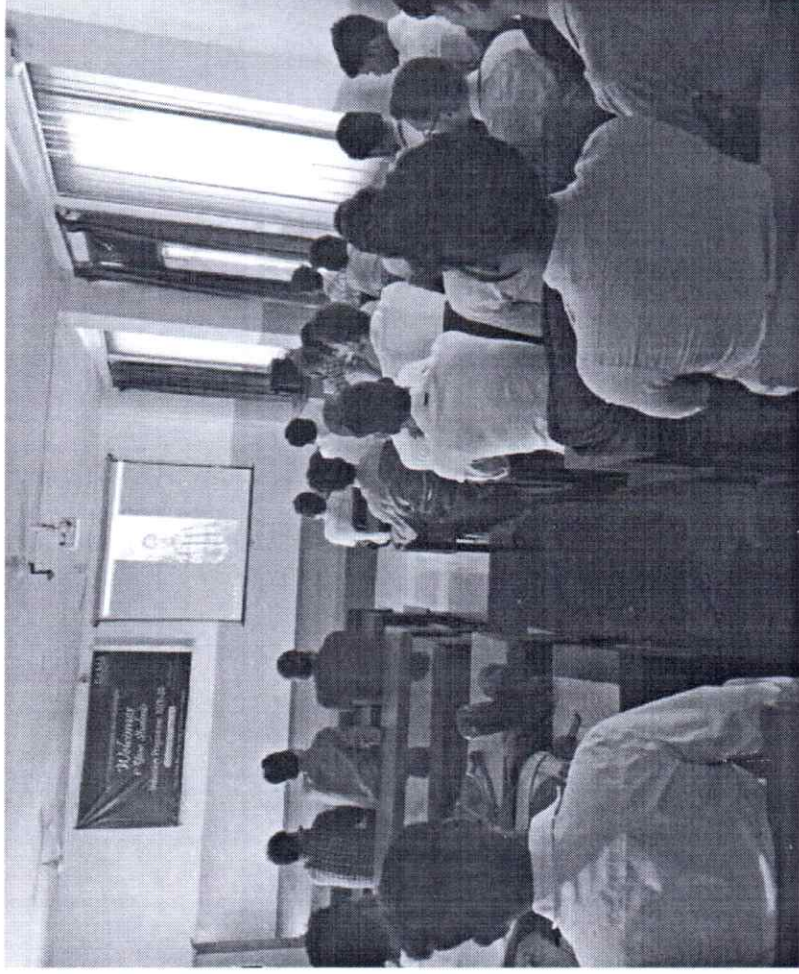
Action Item D.2: Obtain external funding for instructional laboratory development and operation and maintenance.

Action Item D.3: Provide continuous staff/faculty support for laboratory development, maintenance and improvement.

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Find funding in order to hire a suitable staff member for the specific purpose of overseeing laboratory development, operation, and maintenance.




Head of Department
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Theme E: Establish and improve ties with alumni

Relevance to Campus Plan:

Theme E of the ME Plan was developed in conjunction with a sub-committee of the AME and is included to ensure attention is paid to fostering the connection between the department and its alumni. With the Academy, the department efforts here support the Campus Plan efforts under:

Lever 3.2 – Centralize corporate relations to improve service to corporate partners and identify and establish new partnerships...

Lever 3.5 – Create and implement a student and alumni lifetime engagement strategy.

Key customer groups impacted: Employers, donors.


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A primary interface between the department and the alumni is through the Academy of Mechanical and Aerospace Engineering. Based upon the mission, the following three primary roles for the Academy were identified by the committee. Each of these roles will be taken as ongoing action items:

Action Item E.1 Consultancy: To provide advisory guidance and counsel at the call of the Mechanical and Aerospace Engineering chair, faculty or students.

This committee will provide guidance and counsel to the Department. This includes supporting the creation of the Vision 2025 Strategic Plan, the annual assessment of the realization of the plan, and the up-dates to the plan.

Action Item E.2 Ambassadorship: To strengthen the dedication to and understanding of students to mechanical and aerospace engineering through personal and professional example.



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The Academy will support the Strategic Plan by defining the skills and characteristics that are required of graduates to be successful in commercial business. The Academy will work with the faculty to translate the skills and characteristics into actionable strategies for attracting the required caliber of students, and developing the products to transform these students into capable engineers.

Action Item E.3 Sponsorship: To advance the objectives of the development program by identifying, securing, and providing financial support for the Mechanical and Aerospace Engineering program. Specifically, the Academy will support the department by helping to develop and promote the strategic plan with stakeholders that can provide financial support necessary to execute the Department's vision.

**Theme F: Create a Department environment
that acknowledges and rewards staff
contribution and performance**


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Relevance to Campus Plan:

Theme F of the ME Plan focuses on developing and recognizing the staff contributions to the department and to assist them in their continuing efforts to meet the needs of the many customers and constituents they serve. These actions support the Campus Plan through:

Lever 1.2 – Foster innovation and creativity for faculty, staff and students.

Lever 3.4 – Promote inclusion and increase diversity of faculty, staff and students to remain relevant and competitive in a global environment.

Key customer groups impacted: Undergraduate students, research based graduate students, distance and online students, research investors, employers, donors.


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Action Item F.1: Promote interaction between faculty, staff and students.

F.1.a Upgrade the faculty/staff lounge.

F.1.b Provide more social activities for faculty and staff interaction.

F.1.c Create an information sheet for the website for use by faculty and students which lists the capabilities and protocols for working with the technical and electronic shop.

Action Item F.2: Create a welcoming environment for students, prospective students, and alumni


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- F.2.a Review and update department website and media.
- F.2.b Provide opportunities for showing department support of campus activities.
- F.2.c Develop and implement a plan for improving furniture/aesthetics in Toomey Hall.



Themes/Actions Items

Action Item F.3: Review infrastructure and functions for staff efficiency.

F.3.a Develop and implement a plan for reorganization of the administrative suite.

F.3.b Develop and implement a plan for replacing old office and shop equipment.

F.3.c Benchmark department positions with similar positions in the other engineering departments

F.3.d Review/restructure secretarial staff assignments.

F.3.e Research the procedures for reclassifying positions

F.3.f Identify funding sources and reclassify identified staff positions.


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F.3.g Review/restructure the work order system in order to track time spent on each project.


Action Item F.4: Establish a recognition program to recognize high performing staff teams.

F.4.a Benchmark department recognition with similar departments on campus/other universities.

F.4.b Develop the criteria to recognize high performing staff and teams.

F.4.c Implement the recognition program.

F.4.d Provide team development activities.


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