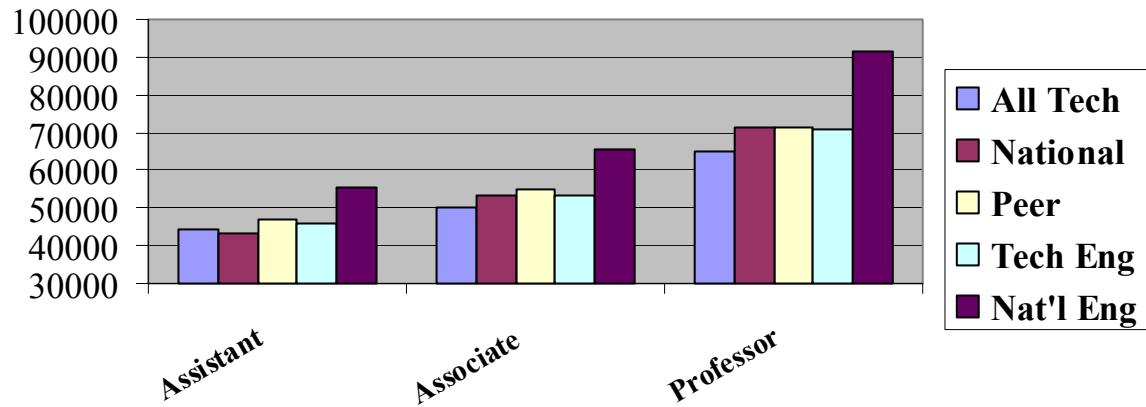


# ***New Mexico Tech will be Noted for Excellent and Productive Instruction and Research***

<b>Objectives</b>	<b>Metrics</b>	<b>Status</b>	<b>Recommendations</b>										
<p>A. Create accountability &amp; incentives for faculty, staff and students.</p> <ul style="list-style-type: none"> <li>• Establish, communicate &amp; employ specific expectations for faculty &amp; staff.</li> <li>• Faculty: Excellence in instruction &amp; research</li> <li>• Staff: Excellence in service.</li> </ul> <ul style="list-style-type: none"> <li>• Fully embrace merit pay based on expectations of excellence.</li> <li>• Work towards compensation to be competitive with peer institutions.</li> </ul>	<p>Five-Year program plans submitted and reviewed. Faculty: the average merit rating was 3.0/4.0 for 1999. The average raise was 3.0 lower than 3%, thus rewarding those who are achieving excellence</p> <p>Faculty merit pay uses the average salaries of the peer institutions and national salaries.</p> <p>Staff merit pay uses market salaries as a comparison.</p>	<p><b>National Accreditation:</b> <b>All eng. prog. accred. by ABET, NCA, American Chem. Society, State of NM Dept of Education</b></p> <p>National Rankings of Hydrology &amp; Petroleum Engineering Graduate Programs</p> <ul style="list-style-type: none"> <li>• <b>Implemented for both faculty ('92) and staff ('99).</b></li> <li>• <b>All five-year plans received and reviewed.</b></li> </ul> <p>Average raise for a merit rating of</p> <table style="margin-left: 20px;"> <tr><td>3.0 = 2.68%</td><td>\$1,428 ave</td></tr> <tr><td>3.25 = 2.85%</td><td>\$1,617 ave</td></tr> <tr><td>3.5 = 3.84%</td><td>\$1,673 ave</td></tr> <tr><td>3.75 = 4.36%</td><td>\$2,249 ave</td></tr> <tr><td>4.0 = 4.1%</td><td>\$2,675 ave</td></tr> </table> <p>Note: The avg. merit rating has slowly increased, indicating faculty working towards excellence.</p> <p>The salary chart (Appendix A) shows New Mexico Tech with peer institutions and the national averages.</p>	3.0 = 2.68%	\$1,428 ave	3.25 = 2.85%	\$1,617 ave	3.5 = 3.84%	\$1,673 ave	3.75 = 4.36%	\$2,249 ave	4.0 = 4.1%	\$2,675 ave	<p>Monitor for consistency during annual reviews.</p> <p>Update and report on five-year plans annually.</p> <p>It is very hard to reward excellence when the pool of money is only 3%</p>
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**1999-2000 Tech Salaries vs National and Peer Salaries**



Objectives	Metrics	Status	Recommendations
<p>B. Integrate teaching and research. Promote concept that teaching is more than just classroom instruction.</p> <ul style="list-style-type: none"> <li>• Create a non-need-based Tech Research Scholarship</li> <li>• Reward research divisions for including students in research.</li> <li>• Request resources in proposals for undergraduate involvement.</li> <li>• Develop a forum to communicate departmental successes to other departments</li> </ul>	<p>To be established by Fall 2000.</p>	<p>467 undergraduates and 118 graduate students (or \$1,630,343) were funded by research in 99/00.</p> <p><b>A preliminary set of scholarship guidelines has been drafted and ready for implementation upon receipt of funds (Appendix B). PRRC developed a Research Planning Month (RPM) incentive program whereby the program leader who wins a contract may request award of a one-month overload payment (calculated formula includes a percentage of the monthly overhead generated by the contract). The RPM is designed to encourage our program leaders to include students in research.</b></p> <p><b>The VP's for Research and Academic Affairs monitor proposals for undergraduate involvement.</b></p> <p><b>Announcements are made at the monthly Faculty Council Meetings.</b></p> <p><b>Annual Assessment Award is given to the department with the best documented assessment report.</b></p>	<p>Funding for scholarships has not been allocated, but is being reviewed by the VP for Administration and Finance. Adopt similar plans in the other research divisions to encourage including undergraduates.</p> <p>During the Fall's Dept. Chair's Workshop, a plan will be formulated.</p> <p>Reports document successes and can be viewed at the Registrar's Office. These are monitored annually.</p>

Objectives	Metrics	Status	Recommendations
<p>C. Promote interdisciplinary teaching and research.</p> <ul style="list-style-type: none"> <li>• Encourage interdisciplinary equipment requests.</li> <li>• Consolidate similar courses to enhance interdisciplinary teaching and research.</li> <li>• Support faculty and staff hiring as joint appointments.</li> <li>• Encourage collaborative research among academic departments and research divisions.</li> </ul>		<p><b>Matching funds were granted to Math and Earth and Environmental Science this year.</b>  <b>A few engineering courses were revised to include other engineering curricula needs.</b></p> <p><b>On-going: The following joint appointments were hired this year:</b>  <b>Asst. Prof Chemistry/EMRTC</b>  <b>Prof Math/Prof Computer Sci</b>  <b>Asst. Prof Physics/Res Physicist</b>  <b>Asst Prof Chem/Res. Chemist</b>  <b>Asst Prof Chem Engr/ CS</b>  <b>There are numerous adjunct appointments of regular faculty.</b></p> <p><b>The following are interdisciplinary proposals submitted this year:</b>  <b>NSF            Physics/EE</b>  <b>HiCrest        Physics/EE</b>  <b>Dept of Ed    MST/Env. Eng</b>  <b>US EPA        Chemistry/Env. Eng</b>  <b>NSF            Math/Hydrology</b>  <b>WERC          Hydrology/Biology</b>  <b>NOAA          Hydrology/Physics</b>  <b>DOE           Hydrology/Biology</b>  <b>NASA          Pysics/EE</b></p>	<p>Priority will be given to requests that are interdisciplinary. Courses are reviewed annually and encouragement will be made to consolidate courses. Humanities will meet with the Engineering Depts. This Fall to discuss the ABET 2000 curriculum.</p> <p>Faculty Adjunct Appts:  Dr. Rison – EE/Physics  Dr. Thomas – EE/Physics  Dr. Krehbiel – Physics/EE  Dr. Anselmo – Mgmt/CS  Dr. Bruder – EE/CS  Dr. Topliff – Computer Ctr/CS  Dr. Wedeward – EE/CS  Dr. Schaffer – Math/Pet Engr.  Dr. Huang – Env. Engr./Pet. Eng.</p>

Objectives	Metrics	Status	Recommendations
<p>D. Improve the educational experience at New Mexico Tech</p> <ul style="list-style-type: none"> <li>▪ Create resource center which will include resources for teaching, assessment, advising and grant writing</li>   <li>• Focus excellence in instruction on first and second years.</li>                   <li>• Adopt Distance Education policy</li>   <li>• Special areas for instruction</li> </ul>		<p>The VP for Institutional Development has created an Advising Center for Fall 2000. Assessment reports are catalogued and can be viewed in the Registrar's Office.</p> <ul style="list-style-type: none"> <li>-Established a first year Experience Committee. The committee's first recommendation was to establish an advising center.</li> <li>-Assessment committee is stressing first-year courses to be reviewed this academic year.</li> <li>-On-going evaluation of the GOAL program.</li> <li>-Resources have been reallocated to establish a Supplemental Instruction Program through the Math dept. to assist students in pre-calculus and calculus. This initiative begins in Fall 2000.</li> </ul> <p>New director is presently reviewing New Mexico Tech's distance education possibilities.</p> <p>Adapt MST courses to web-based instruction and streamed video delivery over the Internet.</p> <p>Develop a robotics course for high school teachers to be offered over the Internet.</p> <p>Develop high quality video-taped courses for MST program with support via web-site.</p> <p>Increase MST offerings via ITV, Albuquerque Academy or other sites</p>	<p>A resource center for teaching and grant writing has not been established. Grant writing workshops have been conducted by R&amp;ED/Academic Affairs. Addressing the committee's recommendations will be on-going as funds are available.</p> <p>Annual assessment reports are constantly reviewed. Curriculum changes, etc. occur all year long and after assessment data are collected and analyzed. Monitoring is continuous. Monitoring of this new program will be on-going. First year will be after the Fall 2000 semester.</p> <p>In a sense, distance education cannot be fully implemented due to a lack of state-wide policy and support.</p>

<ul style="list-style-type: none"><li>• Teacher Preparation</li></ul>		Develop a niche for secondary mathematics and science teacher preparation. Expand the MST program to include a Master of Mathematics teaching program.	Make a more aggressive effort to increase the number of Tech students in the Teacher Certification Program.
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