

**Angelo State University**  
**College of Sciences Monthly Leadership Meeting**  
**Tuesday, January 13, 2009**

1. Announcements:
  - a. Have you responded to Preston Lewis' 01/05/2009 request?
  - b. DPT approved in Committee. Goes to full CB at end of month.
  - c. New Student Workers? See 1/12/09 email from Jesse (HR)
  - d. Room Utilization Success. Thank you!
  - e. Zero-based budgeting workshop Thursday morning
  - f. Carnegie Engagement Conference, March 27<sup>th</sup> in Lubbock
  - g. TSGC applications = 0. Faculty and student opportunities. Use it or lose it.
  - h. Announcement for Science Fair judges (Dana Horn, 1/5/09 email)
  - i. Action Item: small sections per Gayla's 1/12/09 email?
  - j. No HEAF news
  - k. No non-tenure track faculty news
  
2. Three-year Capital Budget drafts. Sharon Meyer wants to float a bond issue and use income from course enhancement fees to pay off. Likely a once in a decade opportunity. Extreme detail segregated by Year 1, Year 2, Year 3.
  
3. Web site maintenance:
  - a. Need to add "Accountability" header on each departmental menu. (See #5 below)
  - b. Missing syllabi? Ag, Biol, Chem, CS, Phys
  - c. Missing faculty links/pages? Ag, Biol, Chem, Math, Phys
  - d. Missing College backlink? Ag and Chem
  - e. Simple solution is departmental access for Shivam ([spandey@angelo.edu](mailto:spandey@angelo.edu)) .
  
4. DE fees distributed : \$7,177.03 to College of Sciences  
([http://chronicle.com/free/2009/01/9311n.htm?utm\\_source=at&utm\\_medium=en](http://chronicle.com/free/2009/01/9311n.htm?utm_source=at&utm_medium=en))
  
5. Feedback from Dean's Council:
  - f. Fall, Summer and Spring schedules will be requested by first week of February. Must address *residential campus initiative* with afternoon options.
  - g. Summer School 2009 reprieve. Least painful recommendations include:
    - i. Enforce minimum enrollments of 10 and 5
    - ii. No summer pay for long semester overloads
    - iii. No private music lessons
    - iv. No padded multisection classes
    - v. 2010 likely more aggressive
    - vi. Now is the time to warn faculty to prepare!
  - h. PAA on the rocks. CoS in the leads with 9 vs. 8, 1, and 1. >70% of all faculty expected to get PAA next year. You'll hear about this from Faculty Senate.

6. Mission Statement Ratified:

- i. ASU Mission: ASU...delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers. First set of Goals derived from this mission is Item #D
- j. College of Sciences Mission: to promote inquiry, literacy, and service in the field of science. Does this still fit?
- k. Your Departmental Mission. Develop it, publish it, assess it!
- l. Student Learning Outcomes – derive directly from your departmental mission and go back up the chain to the ASU Mission.
  - i. Institutional (next page)
  - ii. Departmental
- m. SACS 5<sup>th</sup> Year Report due in March. This is a test for using SACS as our friend.

7. Updates on departmental/programmatic initiatives?

- n. Paul on Interdisciplinary Mathematics/Science Program and SAS
- o. Andy on Hill Country Initiative
- p. Grady on Computer Literacy

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## UNDERGRADUATE LEARNING GOALS

DRAFT 11/21/08

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Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

### **1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS**

*Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.*

Students will

- apply different methods of inquiry from various perspectives and disciplines to gather information;
- comprehend and apply various research methods to evaluate information critically;
- analyze complex issues and construct logical conclusions;
- use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

### **2. CORE SKILLS**

*Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.*

Students will

- comprehend and critically interpret information in written and oral forms;
- communicate information and ideas effectively;
- understand and apply mathematical reasoning to solve quantitative problems and evaluate quantitative information and arguments;
- understand and apply scientific reasoning in the natural sciences;
- use technological resources to access and communicate relevant information.

### **3. SPECIALIZED KNOWLEDGE**

*Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.*

Students will

- demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
- acquire research skills and specialized vocabulary for critical discourse;
- demonstrate competencies and achievements appropriate to their fields of study;
- apply classroom learning in a combination of reflective practice and experiential education.

### **4. SOCIAL RESPONSIBILITY**

*Students will understand their responsibility as citizens in a complex, changing society.*

Students will

- employ professional and personal judgments based on ethical considerations and societal values;
- understand civic responsibility and leadership;
- demonstrate an understanding of the purpose and value of community service in advancing society.

### **5. CULTURAL IDENTITY**

*Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.*

Students will

- demonstrate respect for differences among cultures;
- practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;