

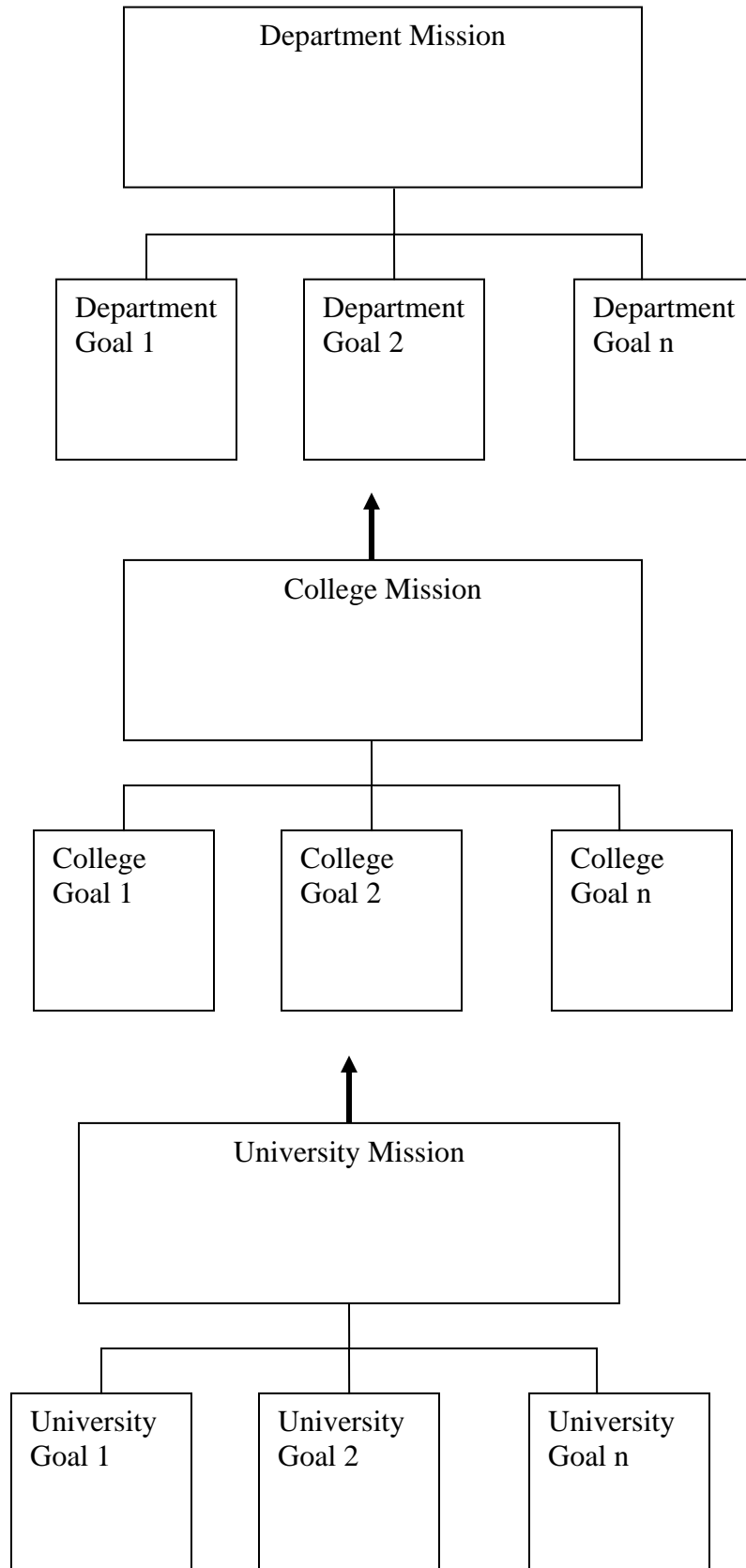
The mission of the College of Sciences at Angelo State University is to promote inquiry, literacy, and service within the field of science.

*Presented to the College of Sciences faculty in general assembly, May 11, 2007
Motion to approve the above as written, by Terry Maxwell. Seconded by Brian May.
Approved with no dissenting votes and no abstentions.*

Members Present:

Nick Flynn	Grady Price Blount
Terry Maxwell	Andrew Siefker
Robert Dowler	David Huckaby
Katie Artnak	Trey Smith
Susan Wilkinson	Autumn Hoover
Linda Ross	Ellen Moreland
Martha Tafoya	Karl Havlak
Linda Ferguson	Roger Zarnowski
Mona Dawson	Loren Ammerman
Corine Martinez	Mike Dixon
Kirk Braden	Paul Osmanski
Cody Scott	Juan Montemayor
Joe Satterfield	Dionne Bailey
Charles Allen	Elsie Campbell
Andy Wallace	Harvey Johnson
Connie Russell	Donny Allen
Mike Griffin	Janet Maxwell
Kelly McCoy	David Carter
David Loyd	Kevin Boudreaux
Brian May	Harriet Lewis
Toni Sauncy	Pam Darby
Ross Dawkins	Carolyn Mason
George Shankle	Marnita Guinn
Cathy Talley	Richard Thurlkill
Paul Swets	Chris Evans

Deriving a Mission



ANGELO STATE UNIVERSITY MISSION STATEMENT

Angelo State University is a regional comprehensive coeducational institution of higher learning offering programs in the liberal and fine arts, sciences, education for the health professions, teacher education, and business administration, as well as courses of study designed to meet entrance requirements for various professional schools.

In the baccalaureate programs the primary responsibility of Angelo State University is to provide opportunities in higher education for the citizens of the State of Texas. The University, through its programs, seeks:

to provide students with a basis for making sound decisions and mature judgments which depend upon an understanding of the social, scientific, literary, artistic, political, and philosophic traditions of many cultures;

to help each student reach maximum capability with respect to communications, effective reasoning, and analytical thinking, and to provide standards of physical and intellectual discipline which lead to optimal personal development and useful, responsible citizenship;

to educate students for living and working in a competitive global society;

to prepare interested, qualified students for graduate study and for scholarly occupations;

to provide selected professional programs which supplement students' general education and enable them to become competent in fields requiring specialized training;

to conduct research with the intention of engaging the student in independent study.

The purpose of the Graduate School is to provide advanced, specialized training which will strengthen the academic and professional competence of the students. The graduate programs are designed to develop students' capacities for independent study, to train students in the techniques of research, and to acquaint them with research in their fields of study.

In order to promote strong educational opportunities, the University encourages programs of faculty research which add to the total body of knowledge, develop new and improved techniques of instruction, and maintain the competence of faculty members in their respective fields. Teaching is the foremost area of faculty contribution, however, followed by creative or scholarly activity and service. Faculty, staff, and administration participate in a campus culture in which students receive personal attention in academic advisement and student support. Recruitment and retention of instructional and administrative personnel reflect the University's commitment to diversity.

Angelo State University is committed to the equal consideration of all qualified applicants for admission. Articulation with community colleges enables students to transfer credit. Students are offered encouragement in their university lives through a variety of support services, such as financial aid, residence life, social and career development, and counseling. Cultural and athletic programs supplement academic programs to increase students' awareness of healthy and complete lifestyles. Access to the university's physical and intellectual resources is provided to students of varying capabilities. Alumni are encouraged to maintain contact.

Partnerships with local, regional, and state agencies increase the university's role in public education, business, health, and information retrieval. Special research in agriculture is supported by the Management, Instruction and Research Center, where applied research is conducted primarily in domestic livestock production and range management. Both traditional and technological learning resources are utilized in instruction and research and to provide special services and programs of continuing education and distance education which contribute to the cultural and economic welfare of the region served by the University. The University strives to broaden the experience of its students and faculty through programs of international education and exchange.

Long-range planning, evaluation, and program assessment are part of the decision-making process at all levels. The University's commitment to improving quality extends to its administrative services and provides support to maintain the infrastructure, expand information resources, develop technological equipment and programs for academic and administrative improvement, ensure fiscal responsibility, and promote public safety and institutional advancement. Recognizing its responsibility to the community, the University offers many cultural opportunities and business, health, educational, and volunteer services to the region.

Angelo State University is committed to providing a wide range of high quality academic programs and strives to develop in its students those qualities which will enable them to enrich their personal lives, improve their abilities to serve and contribute to society, and become leaders in their professions and in their communities.

Approved by the Board of Regents,
The Texas State University System
August 9, 1997
Approved by the Texas Higher Education
Coordinating Board
January 7, 1998

General comments...

“Prepare students as citizens of the world...Cultivate a global citizenship among our students...for the health sciences this means expanding knowledge and acknowledging responsibility for the current healthcare crisis locally, regionally, nationally, globally. Accepting such a commitment partners us naturally with the sciences and allows a broader, richer discussion on curricular issues to ensure that ethics and policy become as integral to our teaching as the tenets of our respective disciplines.”

“At this particular point, I do not believe that we are at a crossroads.”

“I don’t see the College as an entity, but a collection of departments all teaching and conducting research under the heading of science. It is the departments that produce graduates and research publications, not the College. In my opinion, the college exists to oversee curriculum and facilitate administrative decisions. It serves as a system of checks and balances for degree plans, teaching, and research endeavors. Having said that, it serves that purpose very well. Nevertheless, it is the departments that produce a product. Without a product, it is difficult for me to identify the goals of the College.”

Things to do...

1. Change the name of the med tech degree to "Clinical Laboratory Science.
2. Start an undergraduate cadaver-based anatomy.
3. Get workload credit for clinical hours the same as lecture hours.
4. Contribute more to education and outreach on the biodiversity of western Texas, and expand funding for Natural History Collections program.
5. Add a Capstone course to really bring all of the classes together and prepare students to enter the work force.
6. I would like to see the University reinstate the "two times and you're out" policy with regard to developmental courses. This policy stated that if a student failed a developmental class twice, they would be suspended for a semester.
7. Better advise incoming students so that they have an increased chance of being successful in math. Have IT write a program so that a pop-up box appears on the advising screen IF the student has scored between 230 and 270 on the math part of the THEA. Have placement tests for students who want to take courses without taking the prerequisites. Student who are advised, for example, to take Calculus I, should show competency in college algebra and precalculus.
8. Salaries need to be more competitive with the marketplace in order for our department to grow and improve. We cannot attract high caliber faculty members to a non-research facility on the desert Western Frontier and expect them to take a significant cut in pay. We also need more technology support for online classes, especially web design interactive features -- What happened to the higher level Blackboard platform we were supposed to get? We need a generic BSN program ASAP! This is long overdue! What the H--- are we doing with an associate degree program in a 4 year university setting anyway?
9. More emphasis on research.
10. Receive full accreditation for our program with no progress reports required.
11. Seek accreditation for our program.
12. Faculty members who are teaching on an "overload" status should be compensated financially. I believe that in the past this practice was in effect and I wonder why it was discontinued.
13. I would like to see faculty better prepared in the educational methodology, including such topics as teaching strategies, teaching-learning styles, application of critical thinking to the classroom.
14. Provide students with opportunities to learn what it means to think like and practice as a scientist - within the areas listed in the mission statement we worked on - inquiry (research), literacy, and service to the scientific community as well as the community at large.
15. More emphasis on teacher education and continuation of inquiry based teaching focused on conceptual learning.
16. Add professional specialist/faculty positions to allow full attainment of mission – increase rate of graduate and research program growth.
17. Add more faculty so that we could teach more sections of the same courses which would allow us to keep our labs small.
18. Implementation of the generic BSN program for academic year – 2007-2008
19. To develop a world class programs with specialty areas such as applied or industrial mathematics.

20. Institute a more consistent approach to the ongoing problem of disposal of wastes generated in the labs.
21. Increase efforts to seek innovative and effective methods for enhancing and redirecting instruction which engages students at a more personal practical level - through relevance based applications. Introduce a cadaver-based course in Human Anatomy. Improve academic advising [for] poorly prepared and/or less academically experienced...students. Explore and determine the causes for high rates of failure and attrition in Bio 2423 and Bio 2424 in order to develop a plan for addressing these and by extension, improving student success in these courses. Increase meaningful opportunities for non-tenure track employees (instructors, lecturers, and professional specialists) to participate more directly in policy making decisions within the college and academic departments.
22. To care for and expand the Angelo State Natural History Collections to better serve the inquiry, literacy, and service missions of the College of Sciences.
23. Create a Director of Research position.
24. 100% pass rate on CNS Certification Exam and NCLEX.
25. Continued growth of graduate programs but NOT at expense of undergraduate programs.
26. 100% pass on NCLEX exams on first attempt.
27. Include Associates program in goals.
28. Online and dual credit offerings should be designed so that every department has a stake in online course development and learning. Explore Cross-departmental course offerings.
29. Peer review of teaching. In other institutions I've been a part of, this was done either formally or informally by having one or two faculty members sit in on one or two lectures and provide feedback. This could be a contentious issue, as different faculty legitimately have different views on what constitutes good teaching. The goal would be to try to catch basic things that the instructor might not be aware of.
30. Start the FNP program to start in the fall.
31. More mathematics majors and minors.
32. Require students to enroll in their required core curriculum mathematics course from the first semester they are enrolled and continue to take mathematics until they have completed the requirement.
33. The utilization of a nursing admission exam as part of the admission process.
34. Start offering advanced specialties courses: Advanced Physical Chemistry, Advanced Organic, and Advanced Inorganic on a regular basis. This will better prepare our students for the next step in their careers.
35. I would most like to see the program in Secondary Certification in Chemistry shifted to Teacher Education, with input from the Chemistry Department on required courses. The current graduation requirements may be one reason we have a high school teacher shortage in the sciences.
36. Expand School Health Clinic to a nurse managed Family Wellness Center providing family health education and support to low income and uninsured families utilizing undergraduate and graduate nursing students and nursing faculty.
37. More emphasis on implementing pure math classes, such as graph theory, number theory for math majors, problem solving for math majors, and applied math courses.
38. We need to start defining what we are trying to do, how we can tell if we are doing it, and how we might try to do a better job at it.
39. Something I would like to terminate is the seemingly endless burden of assessing slightly different things in rather different ways for completely different reports. A brief look at what we must do for Program Review, for the Institutional Effectiveness assessment, and for NCATE, to name just three, shows huge, onerous reports requiring completely

different formats and analysis. None of these bears even a passing resemblance to the last SACS self-study, which, if rumors are to be believed, promises to bear even less resemblance to the next SACS self-study. This year's IE reports are nothing like last year's, which themselves were completely redone a couple of years before that. The burden of assessment has reached the point where an honest objection from my faculty to our departmental consideration of a possible applied mathematics major was the extra work to assess it.

Things to stop doing...

1. Stop spending so much time and effort pandering to the "marginal/at-risk" students and spend that time bettering the education for the dedicated, achieving students.
2. Exempt on-line faculty from having to hold office hours and other on-campus time requirements.
3. I would like not to be compelled to assign poor grades to enrollees unqualified to be in higher education. These are people with feelings and dreams that are damaged by the inevitability of failing grades. Encouraging them and taking money from them when they are functionally illiterate or academically completely unmotivated is wrong of the admission program of this university and of the mandates of the legislature in Austin.
4. I would like to see us return to departmental evaluations instead of the IDEA evaluations. When we used departmental forms, I received feedback that was actually useful to me. The only thing I really look at on the IDEA form is the comment section on the back.
5. Get rid of the IDEA evaluation form and go back to a locally-written, departmentalized form that would give us some real feedback.
6. Get rid of accreditation visits, and the work and meetings they generate.
7. I would like to see ASU's resistance to on-line education stop. I talk to students every day [who] need basic courses and they are getting them from other institutions.
8. Stop having meetings on Friday afternoons!
9. Have a full faculty complement so that we can terminate all faculty searches.
10. Eliminate the practice of offering our three most challenging lab courses (Biochemistry Lab, Physical Chemistry Lab and Instrumental Analysis) as two credit hour labs only offered every other year. Where possible, I think these labs should be spread out between fall and spring semesters and offered every year.
11. The ASU Police currently issue parking tickets to faculty who are forced to park in a B or C space due to students/others with B, C or no parking tags taking up the A spaces. I recommend that the policy for persons with A parking tags be amended so that faculty are allowed to park in A, B or C spaces.
12. AASN students should be exempted from research requirements.
13. I would like to stop using the IDEA forms for assessing the courses and the instructors. There is too much variability from department to department and even between faculty within a department for these forms to be any kind of legitimate, authentic assessment of how well the instructor or course is meeting learning objectives. I do not find the feedback that I get from students on these assessments useful.
14. Get rid of our developmental curricula as currently practiced. We used to have a policy that required these students to be successful after two attempts or they would have to sit out of school for a semester. This policy was a great motivator and I would like to see it reinstated.
15. Nothing
16. Nothing
17. Nothing
18. Get rid of the requirement for on-line faculty to reside locally.
19. Eliminate the inordinate amount of paper work such as (a) departmental portfolios, (b) step promotion packages that contain enough info to qualify as tenure or rank promotion packages elsewhere, (c) IDEA student evaluation forms which yield little to no relevant information regarding teaching effectiveness.

20. Reduce the number of labs which require students to work in groups because of lack of equipment or resources.
21. Discontinue the IDEA system and replace it with an instrument more conducive to identifying areas worthy of praise as well as consideration for improvement. Seek more meaningful and truly useful methods for evaluating student success AND student satisfaction. Stop the practice of offering “service courses” to majors; in which students are told: “horror stories” of how they are expected to have major difficulty, they “should probably plan to take the course more than once before passing”. Stop the habit of delaying staffing decisions and/or the initiation of faculty or teaching assistant searches such that it is often difficult to fill teaching positions with the experienced, talented, or generally more qualified applicants available, had the process been initiated sooner.
22. Stop routine teaching overloads.
23. Terminate the practice, at the AD level, of reviewing and challenging test items immediately after examinations.
24. Stop overcrowding classrooms.
25. Stop overcrowding classrooms,
26. Stop passing ASN students who do not meet graduation requirements.
27. Despite letting this one bubble around in my head for awhile, I can't think of much that is really under departmental control (as opposed to university control).
28. Wish more consideration would be given to those who teach on line/distance classes for 'off time' during the 60 hour work week.
29. Stop allowing/suggesting that students go to Howard or some online school to get credit for courses we offer at this university. That is, we should make it a formal policy that this is not acceptable.
30. Terminated activity: the readmission of students who have failed the program.
31. Less duplication of effort. If we are moving to a merit system, an evaluation form should be sufficient. Completing a portfolio and then an evaluation form is duplication. A merit system should put the burden on my immediate supervisor for determining my continued employment. For non-tenure track faculty, many of these requirements do not make good sense. I am completing time-consuming requirements without the benefits that tenure-track faculty will reap.
32. Stop allowing developmental students who have never attended class to remain enrolled past the “W” deadline.

Colleagues,

The College of Sciences Mission Statement Task Force has developed a mission statement and a set of goals that we believe encompass the activities of the College and will be a useful tool for planning and assessment for the foreseeable future. We have made every effort to incorporate previous feedback in the development of this statement.

The mission of the College of Sciences at Angelo State University is to promote inquiry, literacy, and service within the field of science.

Goals:

- **Pursue excellence in teaching.**
- **Conduct faculty and student research.**
- **Serve the university, local and scientific communities.**
- **Create and sustain curricula, facilities and technology.**

If for some reason you cannot support this mission and these goals, please provide feedback to your departmental representative(s) of the Task Force.

To help everyone evaluate this mission statement and goals we have provided a list of measurable objectives that might derive from this mission. These are only examples. This is not an exhaustive list and not every objective will apply to every department. These are only examples of the types of objectives that might be included in the department mission statements.

Goal - Pursue excellence in teaching.

- Faculty will use research-based teaching and assessment methods.
- Faculty will pursue professional development opportunities to improve their teaching.
- Students will be competitive in gaining entrance into post-baccalaureate and professional programs.
- Students will be competitive in gaining employment in their program field.
- Faculty will have facilities that allow them to use modern technology in their pursuit of teaching excellence.
- Graduates will be prepared for professional post-baccalaureate education programs.
- Graduates will pass the national licensure exam in their discipline.
- Graduates will be able to apply the principles of evidence-based practice to his/her clinical practice.

Goal - Conduct faculty and student research.

- Faculty will provide research opportunities for students at all levels of ability and interest.
- Faculty will have facilities that allow them to provide opportunities for research for themselves and their students.
- Faculty and students will present research results at scientific meetings and publish results in peer reviewed publications.
- Faculty and students will pursue both internal and external funding in support of research.

Goal - Serve the university, local, and scientific communities.

- Faculty will be able to use their expertise to promote the teaching and learning of science in volunteering service in activities such as presentation of research at international, national, regional, and local gatherings of interested individuals in both formal and informal contexts.
- Faculty will serve on departmental, college, and university committees.
- Faculty and students will join and support local, regional, and national professional organizations.
- Faculty will serve as a source of technical and professional information for the community.
- Faculty members will participate in at least one recruiting activity each year.

Goal - Create and sustain curricula, facilities, and technology.

- Faculty will be able to create and maintain up-to-date curricula that meet or exceed criteria of the National Science Education Standards.
- Faculty will be able to practice methods of instruction and assessment that employ “best practices” for the teaching and learning of science.
- Faculty will work to include appropriate technology in the classroom.
- Online course offerings will be expanded.
- New course development and new majors/minors or concentrations will be examined.
- Faculty will have facilities that allow them to use modern technology in their pursuit of teaching excellence.
- Faculty will have facilities that allow them to provide opportunities for research for themselves and their students.
- Departments will maintain appropriate accreditations.
- Departments will pursue the establishment of new facilities that support the mission of the college.