ACADEMIC MASTER PLAN

INTRODUCTION

The Academic Master Plan has been formulated to provide direction for planning at Angelo State University for the academic years 2000-2001 through 2004-2005. Its development was motivated by a realization that the institution should seek new and more effective ways to fulfill its mission in higher education. After more than three decades of service as a public, regional comprehensive university, Angelo State University has earned a positive reputation as a strong academic institution. The challenge the University now faces is to build on this foundation in the first decade of the 21st century to realize more fully its potential to become one of Texas’ finest master’s level comprehensive universities.

In this quest to be better, Angelo State University faces many of the same challenges as those confronted by all universities across the State. These include changing demographic trends in Texas, the profound educational, social and economic implications of the information technology revolution, a significant and growing shortage in the supply of Kindergarten through Twelfth Grade (K-12) teachers, expanding systems of accountability of higher and K-12 educational institutions, and limited financial resources. At Angelo State University, a generational transition in the faculty, staff, and administration has been underway for several years, and it will continue for the foreseeable future.

This is the context in which Angelo State University seeks to fulfill its mission. The University's Mission Statement is a comprehensive document that identifies the University's objectives and guiding principles and describes the activities that are undertaken by faculty, administrators, staff, and students to fulfill the institution's mission. The concluding paragraph of this statement summarizes well the general goal of the University:

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.

At the beginning of the 21st Century, it is imperative that academic leaders at Angelo State University look closely again at its mission in order to gain a clarity of purpose that can serve as a guide for planning and an inspiration for action. This process began in the fall of 1998, when nine task forces were convened to help study and discuss the directions which should be taken by Angelo State University in the years ahead. From these studies and discussions, it was possible to identify themes, visions, concerns, and commitments which helped to define focused goals to guide the institution's planning and action in the near-term.
ASU ACADEMIC GOALS

1. Build on the University's Tradition of Excellence in Teaching at All Levels in Order to Maximize Learning and Student Success

2. Recruit and Develop an Academically Qualified Student Body Which Reflects the Diversity of the Region and State and Which Has the Academic Preparation Required for Successful Completion of Challenging Programs

3. Strengthen Academic Program Development at the Undergraduate and Graduate Levels to Meet the State's and Nation's Needs for Educated College Graduates Who Will Prosper in the Face of the Changing Demands of a Competitive Global Market, Be Prepared for Living Full Personal Lives, and Assume Their Responsibilities as Leaders in Their Communities

4. Cultivate an Ethos of Learning at Angelo State University Which Is Sustained by Core Community Values, Features an Integrated Program of Curricular and Co-curricular Activities, and Provides a Comprehensive Learning Experience for Students

5. Fully Integrate Information Technology Knowledge and Practices into Teaching Approaches, Academic Programs, and Scholarly Activities

6. Build Productive Partnerships to Foster Learning, Scholarship, and Service, Particularly with Kindergarten through Twelfth Grade (K-12) Educational Institutions, in an Effort to Recruit and Develop Teachers and Administrators and to Strengthen Kindergarten through College (K-16) Education Programs

7. Restructure and Staff the University to Enable the Institution to Fulfill its Mission

The Academic Master Plan not only identifies and clarifies goals for the University to pursue, it also recommends steps to be taken in order to attain these goals. The Academic Master Plan seeks to provide guidance in the deliberate transition of Angelo State University to the next level of student, faculty, and institutional achievement in terms of teaching, learning, scholarship, and service.

This transition will be a challenging process that will require a great deal of the members of the Angelo State University community. Requisites for achievement will include the following:

1. An openness to change, including openness to new ideas, different ways of doing things, and additional programs, staff, and activities.

2. A willingness to invest time and talent in the process on the part of faculty, staff, and administrators.
3. An innovativeness and creativity in using the financial and human resources which are available to support the process.

4. Energetic efforts to expand the resource base through seeking external grants, supporting development campaigns and other means.

5. Strong leadership at the university, college and departmental levels. The challenges of leadership must be accepted in order to fulfill the University's mission. Persons in these positions must stand and work together in accepting and meeting the challenge.

The process of developing the Academic Master Plan extended over a period of one and one-half years. From the task force reports and the input from students, faculty, and staff, the Academic Master Plan was developed by a working group consisting of the academic deans, the President of the Faculty Senate, and the Vice President for Academic Affairs. Although the final format is constructed around the goals identified in the introduction, the fact remains that the original work of the nine task forces formed the basis of the project. The members of the task forces and their chairs deserve the appreciation of the University community for their work. The membership of the initial Steering Committee and the nine Task Forces are presented in the appendix.
GOAL I

Build on The University’s Tradition of Excellence in Teaching at All Levels in Order to Maximize Learning And Student Success

FACULTY DEVELOPMENT

Since its inception, Angelo State University has taken pride in its outstanding faculty. In recent years a concerted effort has been made to provide faculty with opportunities for professional growth and development. Currently over $200,000 is made available through the following programs: Curriculum Development Summer Grants, the Faculty Development and Enrichment Program, the Research Enhancement Program, and the Vice President for Academic Affairs Faculty Development Travel Program. In addition, the University funds up to six faculty members to attend the Lilly Conference on College Teaching held annually at Miami University in Oxford, Ohio. The University should reinforce and expand these opportunities.

Recommendations

1. The University should establish a teaching forum that brings together ASU and outside experts for an active discussion of teaching improvement. Past Lilly Conference attendees should be used as an organizing and leadership cadre.

2. Because of the difficulties in recruiting faculty in high demand disciplines, consideration should be given to developing a “Grow Your Own Faculty Program.” Outstanding ASU graduates and junior faculty would be supported while pursuing doctorates or recognized terminal degrees in return for faculty service at ASU after completion of their degrees.

3. In order to encourage faculty grant writing and grant applications, a substantial portion of indirect grant funds should be provided to the Office of the Vice President for Academic Affairs or a designated support office to manage and support grant-writing activities. In this regard, grant proposals promoting faculty development should be encouraged and supported.

EVALUATION

Superior teaching and scholarly excellence have always been the primary faculty goals of Angelo State University. Though monitoring and evaluation of these functions have been carried out routinely over the years, a more uniform approach will enhance the ability to assess performance, maintain the highest standards, and insure continuous improvement.
Recommendations

4. The University should implement the use of a standard student evaluation instrument for students to evaluate every organized class section each long semester and summer term.

5. The trial use of the Kansas State University IDEA student evaluation instrument should continue for an additional year. A single use of this survey does not give a fair or worthwhile trial. If an additional trial period demonstrates its usefulness, an added benefit will be that it is used and nationally normed by four hundred fifty schools. In the continued trial, departments are encouraged to use the extra questions available on the form to probe areas of personal and departmental interest rather than repeating the evaluation process with local forms.

6. Establish a standardized process whereby college deans and academic department heads are evaluated annually. The results of this annual evaluation should be used for the purpose of improving job performance.

CLASS SIZE

The class sizes at ASU in a number of disciplines continue to be high. These large class sizes inhibit the use of proven teaching and learning techniques such as discussion, writing, and research, and inhibit the development of technology-infused classes.

Recommendations

7. The University should identify those areas in which these concerns are most critical and add tenure-track faculty positions as needed.

8. The University should add qualified support staff to enhance the learning process in classes with more than fifty students.
Recruit and Develop an Academically Qualified Student Body Which Reflects the Diversity of the Region and State and Which Has the Academic Preparation Required for Successful Completion of Challenging Programs

ADMISSIONS & RECRUITING

The University must direct its energy and resources to attract, enroll, and retain the most highly qualified students possible while at the same time maintaining a total enrollment that will sustain a wide variety of programs and reflect the cultural, ethnic, and racial diversity of the region and State.

Recommendations

9. Adopt a recruitment strategy that will increase enrollment of a more qualified student body. To insure the achievement of this goal the University will expand the statistical study of various student populations to monitor the linkage between student performance and admission requirements in order to make adjustments as necessary.

10. Intensify recruiting efforts outside the Concho Valley including home schooled students, out-of-state and international students.

2. Make a special effort to recruit students who rank in the first quartile of their graduating class or who, by other available measures, demonstrate a high probability of college success.

3. Study the operation and structure of the Admissions Office to determine if additional staff or resources are necessary to fulfill goals detailed in this section.

4. Adopt a comprehensive marketing plan to insure the fulfillment of the goals in this section.

5. Integrate into the University’s recruitment strategy the involvement of all elements of the University community, including faculty, staff, students, and alumni.


7. Adopt a $15 undergraduate application processing fee.

9. Develop a plan to increase graduate student enrollment and study staffing and resource needs to meet graduate enrollment goals.

RETENTION AND ADVISING

Successful retention is a proactive process of extensive, intrusive intervention. Its components include academic programs geared to student goals, effective basic skills development, accurate and timely advising and counseling to insure student success, adequate financial support to sustain student enrollment, and a student-friendly environment of social support groups and student activities that reinforces a desire to stay and succeed at Angelo State University.

Retention Recommendations

19. The Office of Institutional Research will initiate a comprehensive analysis of the ASU student body. This study will include such demographic characteristics as marital status, ethnicity, work schedules, course loads, and special needs. The purposes of this study, among others, will be to identify attrition patterns and to identify student service needs. This study will also carefully examine the question of whether current admission standards permit the matriculation of students with a low probability of success. The Office of Institutional Research will also examine the most effective way to insure that the ASU faculty and administration perceptions of the student body are consistent with the findings of the analysis.

20. Create a Strategic Enrollment Management Plan Steering Committee under the leadership of the Director of Admissions and Retention. This group will monitor the progress of the 1999-2001 Recruitment Plan, oversee the update of a 2000-2001 Plan, and guide the University in its efforts to implement the Uniform Recruitment and Retention Strategy which has been developed by the Texas Higher Education Coordinating Board. This group will regularly report its findings and recommendations to the Vice President for Academic Affairs. It will study the efficacy of all current student support programs, identify weaknesses, eliminate ineffective programs, and expand successful programs. This study should include:
   1. Student input to evaluate the effectiveness and importance of programs and services, including special retention activities.
   2. Ways to support the transition from the freshman to sophomore year.
   3. Evaluation and, if appropriate, expansion of the offering of the University Studies 1201-Critical Thinking course.

Advising Recommendations

21. Establish a Center for Academic Excellence. Such a center might manage the following functions:
   1. student advising, counseling, and retention with special attention to at-risk students to include:
      ♦ undeclared major advising
support system for departments with large numbers of majors to supply quality advising in short critical periods
provisionally admitted students
2. mentoring programs for students that involve faculty and upper level students
3. tutoring and other academic support programs
4. academic testing (e.g., CLEP, correspondence, special needs, on-line testing)

22. Continue and refine pre-enrollment advising programs including College Daze, Sneak Peek, Discover ASU, Graduate School and You, and Preview ASU.

23. Provide orientation programs for all registration periods through which all new students would be provided academic advising and introduction to campus facilities.

NON-TRADITIONAL STUDENTS

Over the past two decades Higher Education has changed in American colleges and universities and so has the student population. Non-traditional students today constitute a large percentage of the total student body. These students often continue their education while meeting other responsibilities. They often do not enter college immediately after high school or return after a break in enrollment. As a result, they do not typically complete their undergraduate studies in four years or their graduate degrees in two. Their educational plans and schedules are often built around obligations of home and work.

Recommendations

24. Plan to serve non-traditional students based upon data and analysis generated by the University’s Office of Institutional Research discussed in recommendation 19 above.

25. Study the possibilities of more flexible scheduling to meet student needs. In this regard the University will survey all classifications of students to determine if the current scheduling system meets their needs and, if not, what improvements can be made within the scope of available resources. The University will also study the incidence of conflicts in a given semester between required classes for which only one section exists, and if a problem exists in this area, will suggest a method to coordinate the offering of these classes.
Strengthen Academic Program Development at The Undergraduate And Graduate Levels to Meet The State’s And Nation’s Needs For Educated College Graduates Who Will Prosper in The Face of The Changing Demands of a Competitive Global Society, Be Prepared For Living Full Personal Lives, And Assume Their Responsibilities as Leaders in Their Communities

PROGRAM DEVELOPMENT

Angelo State University traditionally has offered an excellent general education program as well as professional training in fields such as education, nursing, and business. Additionally the University has prepared students for graduate work and offered graduate programs in selected academic fields. In the next decade Angelo State must build on these strengths by providing more academic specializations and new degree possibilities. The University must remain focused upon the central mission of providing the very best general education for an increasingly diverse student body. The strategic addition of new programs will generate academic enthusiasm and provide viable options for students in the 21st Century.

Numerous possible programs have been identified as having some potential to fit into the role and scope of the mission of Angelo State University. Although the list of programs that are considered worthy of consideration is rather large, it is assumed that the process will be selective and that the number of programs that will actually be implemented will be small. The implementation of any proposed program will be dependent upon competition among all the proposals that are in consideration at a given time as well as consideration of how a given proposal might affect the overall composition of the inventory of programs of the University.

Programs would actually go forward in a formal way only by a proposal initiated by a specific department. That is to say that it is assumed that commitment and enthusiasm for the proposal by the faculty who would implement a given program must be demonstrated. It would also be the responsibility of a proposing department to do a detailed and extensive needs assessment both for student interest and potential marketability for the program. A final responsibility of a proposing department would be consultation with other departments which might be affected by a proposal. Finally it should be noted that there is no intention in listing these potential programs to imply that it is an exhaustive list. Proposals for other programs not included in this discussion could be considered.

Recommendation

26. With the assumptions described above, the following list of potential new programs is recommended to the academic departments for possible implementation:

a. Graduate Programs
MSW  Masters in Social Work
Masters in Criminal Justice
MA in Latin American Studies
Masters in School Psychology
MED in College Level Guidance and Counseling
MBA or MSN in Health Care Management
MBA concentration in Management Information Systems
MS in Nursing/Family Nurse Practitioner Program

2. Undergraduate Programs

BS in Chemistry/Chemical Engineering (3/2 program with Texas A&M University)
BS in Biophysics and Chemical Physics
Generic BSN degree (not to replace current program)
BFA in Drama
BA in Radio-TV-Broadcasting
Bachelors Degree in Social Work
Environmental Technology specialization in Chemistry and Biochemistry
BBA in Hotel and Restaurant Management
BBA in Sports Management
Equine Science specialization in Animal Science
Exercise Science specialization in Kinesiology
Supporting Concentration in Gender Studies
Supporting Concentration in Film Studies
Supporting Concentration in Museum Studies
New Course Offerings in Anthropology
New Course Offerings in Philosophy

Program development should be accompanied by appropriate policy development.

Policy Recommendations

27. Re-establish a committee to perform an extensive study of the interest, desirability, feasibility and potential structure of an Honors Program at Angelo State University.

28. Encourage appropriate accreditation by academic departments which will lead to recognition of program quality at ASU. Specifically, NCATE (National Council for the Advancement of Teacher Education) accreditation of the University education program is a possible objective to be pursued.

29. Increase the number of new tenure-track faculty positions as necessitated by the development of new programs.
30. Support and expand present international studies programs and explore new areas for development.

31. Continue to build effective collaborative relationships between the academic departments in order to further strengthen the University’s teacher preparation programs and to prepare ASU students for successful performances in all aspects of their professional development and certification requirements.

ACADEMIC PROGRAM REVIEW

When academic program review is done well, everyone benefits. Faculty and administrators gain an understanding of the strengths and weaknesses of the university’s academic programs. There can be, therefore, clear agreement on goals for the future, and budget decisions can be based on academic needs. Moreover, Angelo State University becomes accountable to its students, the taxpayers of Texas, and other supporters for the quality of its product. Finally, ASU improves its academic programs while working in a collegial fashion.

The primary purpose of the proposed academic review process at Angelo State University is the improvement of academic programs, as measured by the quality of the faculty, student learning, library and other educational resources, the curriculum, and available facilities. Since ASU currently has no systematic academic program review in place, the following recommendations are made.

Recommendations

32. A formal Academic Program Review Process should be formulated and put in place by the 2001-2002 academic year. Departments are to review all their programs at the same time, although undergraduate and graduate programs (where applicable) should be reviewed independently. Each departmental review is to occur on a seven year cycle. At least one external reviewer (from off-campus) should be selected for each program review.

33. The Academic Review Process should address the following components:
   a. Overview of the Program
   b. Students
      ◆ Demographics
      ◆ Admission and recruitment
      ◆ Financial aid
      ◆ Academic progress and degree completion
      ◆ Student outcomes
   3. Faculty
      ◆ Demographics
      ◆ Qualifications
      ◆ Contribution to program
Recruitment
4. Curriculum
5. Program Support Services
6. Cooperative Relationships with Other Departments, Agencies, or Businesses
7. Overall Assessment of Program

GOAL IV

Cultivate an Ethos of Learning at Angelo State University Which Is Sustained by Core Community Values, Features an Integrated Program of Curricular and Co-curricular Activities, and Provides a Comprehensive Learning Experience for Students

CO-CURRICULAR PROGRAMS

The role of co-curricular activities in the life of the academic community merits careful consideration. Co-curricular activities historically have played a part in the learning experience at Angelo State University, although systematic design, documentation, and recognition of this role have not been a campus-wide focus. The integration of out-of-class experiences into the complete academic experience of each student’s life requires a comprehensive effort from administrators, faculty, and staff.

Recommendations

34. Review and revise the University’s mission statement to assure that a clear, coherent, and consistently expressed vision or purpose for the institution exists which includes reference to the importance of the total learning experience both inside and outside the classroom. The centrality of the University’s primary purpose of promoting and causing learning and development should be presented, together with an expression of the community’s belief that the entire college experience should be a part of the learning process.

35. Establish a co-curricular or campus culture committee, consisting of representatives from faculty, staff, students, Student Life, University Center Program Council, and Residence Life, which will meet on a regular basis to develop a common view of “what matters” in undergraduate education. The committee in its discussions should give active consideration to the following items:

a. An updated web-site communicating campus activities and learning opportunities.

2. “Special interest” residence hall sections, perhaps by academic concentration.
3. Provide physical locations on campus which facilitate co-curricular activities.

36. Develop a plan for cultivating attitudes consistent with a campus culture of learning among students and faculty. The plan should be developed under the leadership of the Vice President for Academic Affairs, and it should consider proposals for using the University Studies 1201 Critical Thinking course for all beginning students and for developing an ethos of learning on campus. Broader faculty support of co-curricular activities should be encouraged.

37. Establish a University Scholars program for students who choose to participate actively in learning experiences outside the classroom, including lectures, concerts, art shows, and similar activities. Students would be appropriately recognized for their successful completion of the program.

38. Review faculty development programs and criteria for promotion to assure that professional development opportunities and rewards are available to faculty who engage in projects that focus on cultivating an active learning environment at Angelo State University.

39. Encourage departments to include co-curricular activities and programs in departmental goals, assessments, and annual reports.

40. Establish a committee to study the concerns raised by recent publicity describing the easy availability of prepared academic papers, particularly on the World Wide Web. It is proposed that this study be done in the context of the more general issue of academic integrity, and that the product of the study make recommendations to the faculty about how to deal with this problem.
Fully Integrate Information Technology Knowledge and Practices into Teaching Approaches, Academic Programs, and Scholarly Activities

Not only have “typical” students changed demographically, their learning styles and the way they acquire information and process it have also changed. If their parents and grandparents were of the television generation, they are of the computer and Internet generation. The potential of computers and the Internet are already being utilized throughout the university. Further steps must be taken to insure that the full potential of this technology is made available to the students outside of traditional classrooms. In an attempt to reach out to non-traditional students, a few experiments with interactive video courses have been undertaken. It appears, however, that Web-based instruction has a greater potential to reach students whose location, work-schedule, or other commitments makes it difficult for them to participate in “normally” scheduled classroom instruction. Such courses are already available from many schools and it is essential that ASU participate in their development.

Recommendations

41. ASU will conduct a feasibility study to determine the possibility of offering a variety of web-based or other distance learning courses to serve non-traditional and off-campus students. Since it is unrealistic to assume that such courses can be developed simultaneously with a normal faculty workload, the study will include an evaluation of the faculty time and cost requirements necessary to develop and conduct such courses and other workload considerations.

42. Academic leaders should encourage faculty to incorporate e-mail, chat rooms, worldwide web, and electronic and print library resources in both their regular classes and web-based courses.

INFORMATION TECHNOLOGY SUPPORT

Technology is changing the methods for organizing and disseminating information, for delivering student services, and administering the educational enterprise. As the traditional lecture-based system for delivering instruction changes, the University must be prepared to offer faculty and students access to the world's information in smart classrooms, computer interactive laboratories, residence halls, and through access from off-campus sites.

At Angelo State University much of the technology infrastructure is or will soon be in place to provide the delivery system. A thoughtful and systematic approach for future expansion is necessary to assure accessible, cost-effective, and pedagogically sound resources.

A variety of technology-based instructional resources are currently available on our campus. These include:
1. A campus-wide fiber optic network connecting faculty offices, student computing labs, and classrooms via several central servers for e-mail, Internet, and data services;

b. On-line library services accessible by students and faculty via the campus network;

3. Seven student microcomputer laboratories providing for e-mail, Internet, and software services;

4. Distance learning, satellite feed, and video conferencing classrooms;

5. Mainframe computing facilities operated under contract by Northrop-Grumman Technical Services;

6. Several interactive technology classrooms for English, Foreign Languages, and Physics;

7. Faculty multi-media lab for production of multimedia instructional materials.

Recommendations

43. Continue development of all of the resources described above that are already in place. This is imperative in order for the University to achieve academic excellence and prepare students to enter an increasingly technology oriented society as productive and innovative individuals.

44. Undertake a thoughtful and thorough evaluation of present technology use on our campus. A faculty-based committee with proven teaching skills that includes some faculty with high level technology skills and some with minimal technology expertise should carry out this evaluation. The pedagogical and cost effectiveness of different methods should be evaluated to assure that increasingly scarce financial resources are used to support the most effective methodologies. The committee should develop guidelines for establishing future technology uses.

45. Establish a faculty software server and/or coherent site licensing policy to provide updated software to faculty that corresponds with that available to students on the microcomputer lab servers. Corresponding software packages also should be available in administrative offices.

46. Establish a University-wide procurement policy for technology purchases of common items such as microcomputers, printers, scanners, and copying machines.

47. Establish a computer testing facility with necessary features to provide on-line testing in classes as needed by faculty.

48. Continue to establish true multimedia/interactive classrooms, at least one in each classroom building, where video, computer-generated presentations, and information from the Internet and electronic library resources can be presented.
49. Assist all interested faculty at all levels of expertise in the process of incorporating the use of technology into their instructional and scholarly endeavors.

GOAL VI

Build Productive Partnerships to Foster Learning, Scholarship, and Service, Particularly with Kindergarten through Twelfth Grade (K-12) Educational Institutions in an Effort to Recruit and Develop Teachers and Administrators and to Strengthen Kindergarten through College (K-16) Education Programs

The University’s partnerships are vital to the fulfillment of its mission. Ties with public school districts, higher education institutions, local, state, and federal government agencies, hospitals, non-profit agencies, corporations and businesses, and other entities are critical in implementing Angelo State University’s teaching, research, and service functions. In order to utilize limited human and capital resources creatively and effectively, existing partnerships need to be strengthened and new cooperative ventures initiated.

50. Support present programs and develop new initiatives to foster relations with area school districts in order to strengthen the University’s role in recruiting, developing and retaining of teachers and other critical personnel in the State’s education system.

51. Use partnerships to expand teaching and learning opportunities for Angelo State University students, non-traditional students, dual-credit students, and students at other colleges and universities.

52. Explore methods of further enhancing the University’s productive partnerships with community colleges.

53. Encourage academic departments to consider new ways that they might expand their outreach and service and enhance their programs through partnering with external organizations.
GOAL VII

Restructure and Staff the University to Enable the Institution to Fulfill its Academic Mission

The way in which the academic structure is organized and the programs are staffed at Angelo State University has a very significant impact upon the ability of the University to achieve its mission and goals. The recommendations listed below will enable the University to operate at an improved level of efficiency within the academic arena.

Recommendations

54. Continue to add new tenure-track positions in high enrollment areas of the University.

   It is critical to the success of the University that high enrollment areas be identified and be supported with sufficient faculty.

55. Continue to up-grade from nontenure-track to tenure-track positions whenever possible to increase the credentials of the teaching faculty at ASU.

   It is important for faculty who teach at Angelo State University to have the appropriate academic credentials in the fields in which they are assigned to teach. This serves to satisfy both regional as well as program accreditation requirements.

56. Replace the College of Professional Studies with a separate School of Education and a College of Business and Professional Studies. In this restructuring, the Department of Education will become the School of Education under the administrative leadership of a Dean of the School. The College of Business and Professional Studies will be comprised of all of the academic departments now included in the College of Professional Studies with the exception of the Education Department. The College of Business and Professional Studies also will be headed by a Dean of the College. However, the discussion regarding the alignments of the academic departments in this College shall be continued in 2000-2001 in an effort to determine the most appropriate arrangements for these units.

   The present organizational structure which places the education and business programs in the same college creates difficult administrative demands. Both disciplines require strong leadership. A Dean with an education background will not have the expertise to lead business departments and vice versa.

   A separate business entity provides a unified focus for quality business programs. It resolves the concern of business program accreditors and stakeholders who expect to see a business person as administrative head of the business program. A separate business entity also has the support of the local business community.
By any measure, teacher education is a very important part of ASU; it involves nearly every department on campus. All involved in teacher education could benefit from having a Dean to translate state and regional teacher education information for them. ASU would also benefit from the insight that a Dean of Education could bring in the form of long range planning.

Both unit heads of business and education would be expected to provide leadership for securing grants from both public and private sources. This is an area largely untapped by ASU. It could not only raise needed revenue for ASU, but it could also add to the prestige of the University.

57. Add an additional staff position to the Office of the Vice President for Academic Affairs. This position (Associate Vice President for Academic Affairs) will provide much needed support to an office which has become over-burdened in recent years. This will enable the Vice President for Academic Affairs to be better able to provide the academic leadership necessary at this time. Specific responsibilities for this position will need to be identified by the Vice President for Academic Affairs. Further discussion should continue as to what can be done by the Academic Deans to lend assistance to this very important office.

58. Consider the addition of the following positions (these positions are ranked in order of priority).

1. Director of the Center for Academic Excellence (full-time).

   It has been recommended that a Center for Academic Excellence be established at Angelo State University. The Director of the Center for Academic Excellence will focus on the very important area of academic advising for those students who are undeclared or undecided as to their choice of academic major and for all “at risk” students.

2. Director of Sponsored Research (full-time).

   It has long been the feeling at ASU that faculty and staff need assistance in applying for grants and other types of sponsored research. This office would provide this level of expertise. The University’s goal should be to make this office self-supporting, or very nearly so, within a three year period of time.

c. Director of International Education (half-time).

   The University has had a long tradition of sponsoring a variety of different student exchange programs abroad. These programs have for the most part taken place during the summer terms. A part-time position is needed in order to effectively manage and
coordinate these many and varied international activities. A qualified and interested faculty member might be selected for this position. This would require release time of up to one-half from the faculty member’s normal teaching load.

3. Director of Distance Education (one quarter time).

This is necessary to accommodate the needs of the “non-traditional” students at ASU, both at the undergraduate and graduate level. The Director of Distance Education would be responsible for the development and marketing of all interactive video and computer based instruction.

59. Study the operation and structure of the Porter Henderson Library and the Information Technology Department to determine if additional staff or resources are necessary.

60. Establish a Staff Development and Enrichment Fund.

These funds shall be used to provide opportunities for advanced learning and development to enhance the operations of academic services.

61. Support efforts to expand resources available to the Porter Henderson Library to enable it to strengthen its holdings, electronic sources, and student services.

62. On the basis of continuous review and evaluation of the developmental programs in mathematics, reading, and writing, continue to provide the staff and funding support for these programs which will maintain, and where feasible, improve their effectiveness.

63. Study the role of the Academic Department Heads at Angelo State University in light of the increased administrative responsibilities which they have assumed in recent years. The study should examine options for assisting department heads with these assignments and for possibly transferring some of these tasks to other University offices.
CONCLUSION

The Academic Master Plan has not been developed with the intention of giving consideration to everything related to the University's academic program. It is incomplete in this sense. It has sought to address the most important dimensions of the University's academic life, and in these areas, it is presented as a guide for action. However, in implementing the Academic Master Plan, hard choices will have to be made regarding the allocation of limited resources and the development of new resources in the process of carrying out the many recommendations of the plan.

Several major recommendations merit early and active consideration. These include the restructuring of the College of Professional Studies, the development of a Center for Academic Excellence, additions to the faculty and academic administrative staff, establishment of a teaching forum, and formulation of a comprehensive marketing strategy for recruiting qualified students. Other important recommendations can be implemented in 2000-2001.

Even as steps are taken to effect the Academic Master Plan, academic leadership will be assumed by a new Vice President for Academic Affairs at Angelo State University, who will play a vital role in the process of giving life to the numerous proposals for change and growth in the plan. With this new leadership, the Academic Master Plan will continue to evolve and develop in a continuing effort to move the University to the next level of achievement in the Texas higher education system. As with any strategic planning, evaluation and revision are essential components of the process. Therefore, it is important that this Academic Master Plan be reviewed periodically, beginning initially in the spring of 2001, in order to assure that its recommendations remain relevant and credible and are supplemented by new proposals for strengthening the institution.

The Academic Master Plan is presented to the University community as a set of recommendations which, when implemented, will guide the institution in its efforts to fulfill its mission in higher education more fully for the people of the region in which it is located and for the citizens of Texas. It has been developed with confidence that, given the character and quality of the men and women of the Angelo State University community, the quest for higher levels of achievement will succeed.
INITIAL STEERING COMMITTEE

Ruth J. Person (Chair)  Virginia M. Noelke
E. James Holland       Gloria A. Duarte-Valverde
David H. Loyd, Jr.     F. David Alexander
Robert K. Hegglund     Bonnie B. Amos
Carol B. Diminnie      C. Varren Parker, Jr.
Kathleen A. Holcomb    Andrew J. Dane
Johnny M. Bailey       Jeffrey B. Schonberg
Andrew B. Wallace      John J. Miazga

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