BAAS Departmental Retreat Minutes, May 13, 2014

PRESENT: Grady Price Blount, Kit Price Blount, Misty Lair, Annette Taggart, Theresa Sadler, Tina Lancaster

CONTENTS:

- Commentary on retreat activities
  - Student Learning Outcomes
  - Curriculum
  - Mission
- Images of retreat worksheets
- All weekly meeting minutes thus far:
  - March 24, 2014
  - April 7, 2014
  - April 14, 2014
  - April 21, 2014
  - May 8, 2014

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COMMENTARY: Retreat convened at 9:00 AM in CoSEA Conference Room of AGET Building. Dr. Kit Price Blount of the College of Education and Human Services led our discussions as retreat facilitator.

Annette, Accounting, Knowledge Management, Personal Finance, Ethics.
Misty, AG & Management, Principles of Applied Science
Theresa, Management, Counseling, and Ed Psyc, Organizational Leadership, Organizational Change and Diversity.
Tina, Engineering and MIS, Project Management, Global Technology, Unfettered Thought, Sustainability.
Grady, Science, no classes assigned at this time.

Misty commented that we have one of the highest retention rates and graduation rates of any program on campus.

What our graduates should KNOW and/or BE ABLE TO DO upon graduation. Figures 1 and 2.

They should be decision makers and problem solvers – Always be data-driven.

Communication skills are the most important quality.

Know your audience
Know your purpose
Know your content

Whenever writing, speaking or presenting, they should be able to present arguments persuasively backed up by hard data. Examples include white papers, budgets, proposals, and general salespersonship.

To do this they need technical skills but they also must be empowered, masters of their material, and competent. Much discussion of teaching and mentoring the iterative process in a peer-reviewed and friendly environment. Here is the link to Austin's Butterfly as described by Kit.

Other key components:
- Ethics and Critical thinking
- Systemic Thinking
- Able to act on Intentional Consequences rather than react to "Unintentional Consequences".
- Build on *Actionable Knowledge*

Possess 21st Century Tools:
- Statistics
- Competence in workplace standard software
- SAP Certification
- Other professional certifications as appropriate
  - HAZWOPR, ISO 9000, Six-Sigma, etc.
- Leadership Skills
- Technology Masters
- Communications Experts
- Decision-making and Problem-solving skills
- Ethics

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PERVASIVE COMMENTS: Communications skills, and professional behavior as a *f*(social media).

We went through the existing curriculum with an eye to everyone's Top 5 and Bottom 5 lists and how those fit into state requirements. Kit presented the correct version of the THECB Exemplary Educational Outcomes (below) and we mapped those skill sets onto existing course with notes on revisions to our coursework as needed. Items in bold below were noted as critical to our graduates:

I. COMMUNICATION (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

Exemplary Educational Objectives

1. **To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.**
2. **To understand the importance of specifying audience and purpose and to select appropriate communication choices.**
3. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. **To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.**
6. **To develop the ability to research and write a documented paper and/or to give an oral presentation.**

II. MATHEMATICS

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

Exemplary Educational Objectives

1. **To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.**
2. **To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.**
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. **To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.**
5. **To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.**
6. **To recognize the limitations of mathematical and statistical models.**
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

III. NATURAL SCIENCES

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

Exemplary Educational Objectives

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. **To identify and recognize the differences among competing scientific theories.**
4. **To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.**
5. **To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.**

IV. HUMANITIES AND VISUAL AND PERFORMING ARTS

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Exemplary Educational Objectives

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. **To articulate an informed personal reaction to works in the arts and humanities.**
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. **To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.**

V. SOCIAL AND BEHAVIORAL SCIENCES

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Exemplary Educational Objectives

1. **To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.**

2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. **To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas,federalism, civil liberties, and civil and human rights.**
7. To understand the evolution and current role of the U.S. in the world.
8. **To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.**
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. **To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.**
12. To identify and understand differences and commonalities within diverse cultures.

Grady noted that we were not strictly required to address these items in our coursework but suggested it would be a good idea to maintain this list for our Student Learning Outcomes and other assessment purposes.

CURRICULAR DECISIONS:
Faculty agreed to promise each other to vertically integrate curricular skills.

BAAS 301 should be converted to a modular format with "test out" capabilities to ensure a common basic skill set of students entering the program. The *Digital Driver's License* or similar instruments can be used.

BAAS 305 should be retitled and include more emphasis on hands onj activities with frequent exercises. Add white papers. Delete HTML and MS Office products.

BAAS 306 is weak and should be dropped or substantially revised to include Myers-Briggs, Strengths Quest, LSI, etc. Could be folded in with BAAS 345.

BAAS 350 should likely be dropped or substantially revised. This is where we could add the SAP certification course as "Systems Analysis". A secondary data aqnalytics course could include HTML, networking, GIS, MIS, Data Mining, etc.

BAAS 355 should likely be dropped and/or replaced.

BAAS 409 should likely be dropped and/or replaced with a massively revised options.

BAAS 444 should be the capstone course. Existing content should be moved to a different course number and a new capstone created for this number.

BAAS XXX We badly need a good solid Technical Writing course. Grady will check with Hunter Hayes to see if the existing Tech Writing courser could address our needs.

COMMENT: Given the large number of electives we have available it may be advisable to grab some of those hours for new core courses.

DRAFT RECOMMENDATIONS: Figure 3

Courses to retain with revisions:	301	Principles
	305	Organizational Communication
	345	Organizational Leadership
New Courses:	355	Analytics (Data-Driven GIS, MIS, Excel Models)
	306	Financial Analysis (Tools and Analysis)
	XXX	SAP Certification
	XXX	Industrial Hygiene and Certifications
	XXX	Technical Writing (like ENG 341?)
Curriculum-wide:		Develop and maintain a Digital Portfolio

MISSION: Figure 4. There was strong consensus that we are developing an APPLIED curriculum with little emphasis or interest in the theoretical aspects of our content areas. Our content must be actionable. Ergo, Actionable Knowledge. Although we thought this phrase might be a bit cumbersome, a Google search actually turns out several interesting entries for this phrase. For example:

Quick and dirty overview:
http://www.cornerstonecubed.com/PDFFiles/ActionableK.pdf

Oxford definition:
http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199275250.001.0001/oxfordhb-9780199275250-e-16

Academic paper on the topic:
http://arxiv.org/ftp/cs/papers/0501/0501079.pdf

We discussed a mission deriving from the existing CoSE mission of *Innovation & Discovery* and noted the example from the Department of Engineering: *Practical Ingenuity*. With a proviso that any mission must be able to generate assessable results we settled on:

Knowledge in Action

ERRATA: Everything in this document should be considered DRAFT for the time being. Grady will write draft summary notes for everyone to comment upon. Grady will also check in with Mark Morvant at OU for suggestions on how he operates his student blogs. Our next firm meeting date will be July 10, 2014. Tina will work on summarizing the student response data to inform the items discussed in this report.

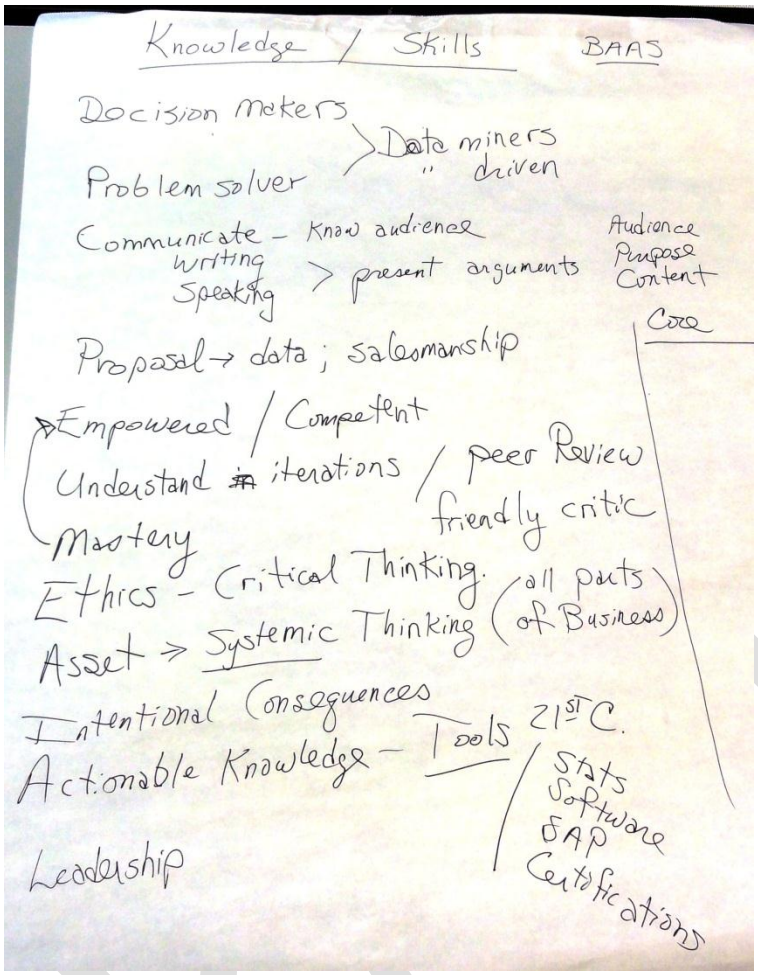

Figure 1: Student Attributes

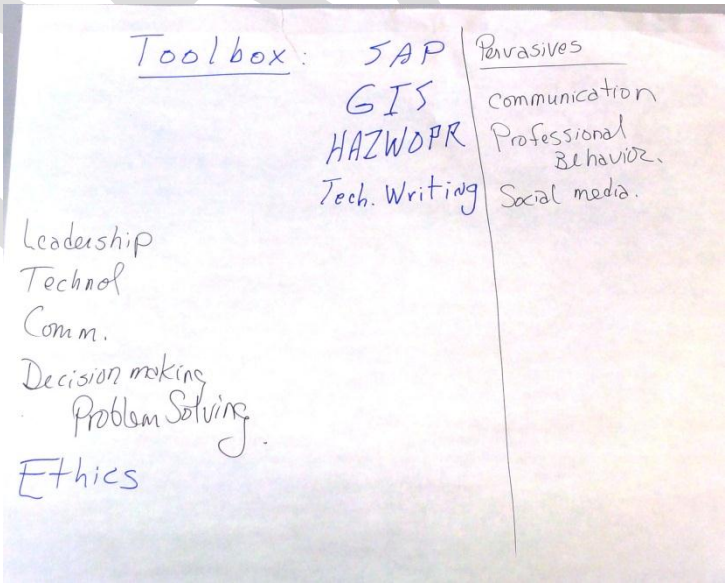

Figure 2: Academic Tools

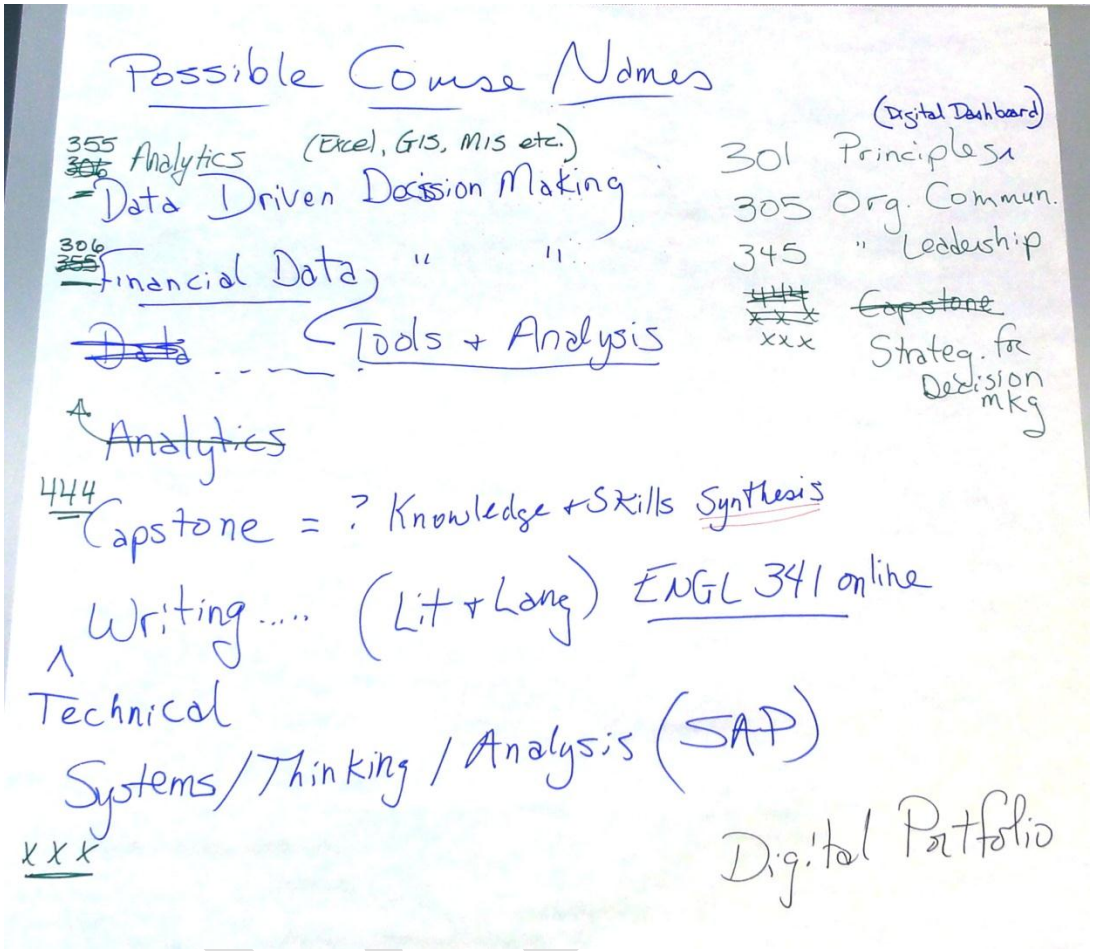

Figure 3: Curricular Changes

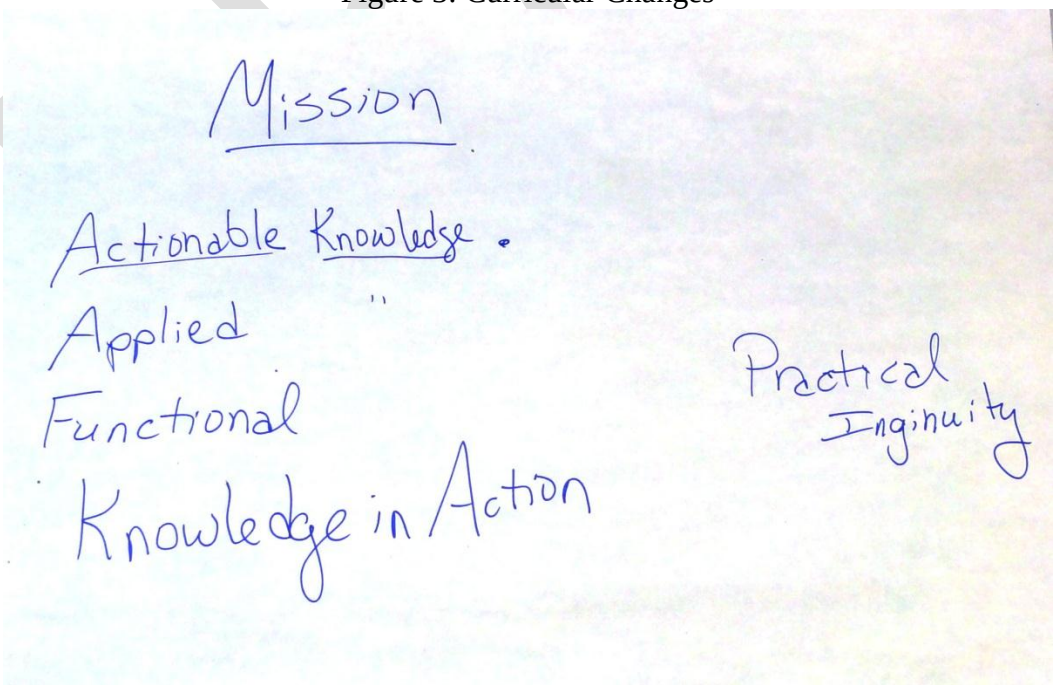

Figure 4: Mission discussion

BAAS Departmental Meeting Minutes: March 24, 2014

Present: Grady Price Blount, Misty Lair, Annette Taggart, Tina Lancaster, Theresa Sadler

1. Members introduced themselves and gave backgrounds as a means of getting to know one another.

2. Grady explained the mission of the College of Science, Engineering and Agriculture as "Innovation and Discovery," and challenged the group to re-work the BAAS mission statement to support that mission statement.

3. Grady asked Tina Lancaster to get the BAAS website up to date.

4. Grady also mentioned the Ontology group that he works with and mentioned that in their discussions an interdisciplinary computer science course is being discussed, such as "Frontiers in Computer Science" or a title having to do with Information Technology. He asked the group to be thinking about this course.

5. Grady explained that we have been charged with re-working the curriculum to maximize funding for the science sub-codes. Within that discussion, however, we are to develop the curriculum to the needs of our students. To that end, we are charged with developing a survey of our current students and one for our graduates to determine „who our audience is." We will use survey monkey and Grady will find out if an IRB is needed. We will bring our brain-storm list of questions to the department meeting next week. This needs to be done quickly, as curriculum changes need to be requested in September.

6. As soon as with have the data from the surveys, we can then „let our students" define our mission.

7. We discussed the importance of Misty continuing to advise and recruit for this program.

8. Grady asked that these meeting minutes be sent to Kay Parrish for posting on the College website.

9. Grady discussed our office space in the AG/IT building, on the 2nd floor. He also said that our computers and phones will go with us to the new offices. We are to make a list of anything else that we need.

10. Misty will provide a link to the BAAS shared drive.

11. The departmental meetings will continue on Mondays at 11 a.m.

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BAAS Departmental Meeting Minutes: April 7, 2014

Present: Grady Blount, Misty Lair, Theresa Sadler, Annette Taggart, Tina Lancaster

1. Grady opened the meeting with the announcement that this would be an abbreviated meeting due to the Faculty Awards Luncheon.

2. Remaining time was spent discussing the following:
   a. Grady provided a link and username and password for a test drive of Digital Dashboard and asked us to evaluate this.
   b. The question was raised as to how the current IE plan was developed. It is believed there are things in the current IE plan that we can use. Also that our mission statement needs to lead to measurable goals.
   c. The survey questions previously developed were discussed with an eye for using the questions to teach students about information we want which will help them. Also, branching any questions to a follow up question if their answer is less than "Agree."
   d. We can either create a mission statement or hold off on that until after the survey is completed. A mission statement of "Building the Future" was suggested.

3. Theresa will enter the questions into Survey Monkey and send each of us the link to proof read before it is ready to send to both current students (one version) and graduates (another version).

4. We are to return with the survey taken and ready to discuss.

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BAAS Departmental Meeting Minutes: April 14, 2014

Present: Grady Blount, Misty Lair, Theresa Sadler, Annette Taggart, Tina Lancaster

1. The name of the department shall remain the Department of Applied Arts and Science

2. Remaining time was spent discussing the following:
   a. We reviewed and discussed the survey questions. Additions were made and agreed upon. Theresa will have a test survey ready for us NLT Tuesday and after edits, the survey will go to students April 16. The survey will close April 30, 2014.
   b. We discussed adding Strengths Quest, the LSI, and/or Myers-Brigg to a course or courses to assist students with their professional development.
   c. We continue to contemplate and discuss what it is we want our students to achieve from this degree.
   d. Discussion ensued of the curriculum changes and how those need to go forward for approval in September.
   e. We discussed an Alumni section on the web page.
   f. We discussed the ePortfolio and how this would be of great help to our students. This is available through eCollege and Annette will find out from Shonda Gibson how long a student has access to the portfolio after graduation.

3. We discussed the idea of having a one day retreat the Monday after graduation to do a Program Review, Strategic Plan, based on the data we receive from the surveys. This data will also guide us in making curriculum changes.

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BAAS Departmental Meeting Minutes: April 21, 2014

Present: Grady Blount, Misty Lair, Theresa Sadler, Annette Taggart, Tina Lancaster, + guests with FCTT.

1. Members of the Faculty Center for Teaching with Technology came to our meeting to discuss how they can assist us in developing our new and revised curriculum.

a. Greta Spradling, Julia Frink, and Daryl Tate were present

b. Greta explained all of the services available to us, including a media specialist and accessible assistance, in addition to the Course Designers and Developers.

c. Grady explained where our curriculum is at present and what steps we're taking to move forward with a revamped curriculum.

d. Greta explained that they can create for us a common Master shell with a Master template and Quality Matters guidelines, so the courses will all have a shared look and feel. Further, they can make this available to us soon for review. They will also help to insure that all the LOM's are in alignment

e. Extensive discussion followed concerning the way we will identify what skills our students need, including 21st Century skills, computer literacy skills and writing skills. Julia said on a program on which she worked, they started with the Program Objectives and worked down to the finest level of detail in each class to ensure alignment. Cohesiveness from course to course was also discussed.

2. Grady and Tina will develop the sustainability (or another course) over the summer using the master shell, QM rubric, new eCollege rubric, new social homepage, and other tools within eCollege.

3. Greta was asked to be our facilitator for the retreat planned for the Monday after graduation.

4. We discussed that the surveys will be released today and will be open to students and alumnae for 2 weeks.

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BAAS Departmental Meeting Minutes, May 8, 2013

Members Present: Grady Blount, Misty Lair, Annette Taggart, Theresa Sadler, Tina Lancaster

1. Grady reminded us that graduation is Saturday and we are required to attend one.

2. Grady brought the office numbers and asked us to pick one and request facilities move our furniture

3. General discussion of the data that has been collected from the surveys.
   a. Grady congratulated us on the great response we received.
   b. We found a different demographic than was previously thought
   c. Need to perform a qualitative analysis of the data
   d. Grady pointed out that we are not a workforce training, but a liberal arts degree
   e. The data shows that the potential for revamping the curriculum is great because we will have the data to support our recommendations.

4. In order to further analyze the data, we need a retreat, tentatively scheduled for Tuesday, May 13. Grady will confirm and ask Greta to be the facilitator. Tentative agenda:
   a. Preliminary Analysis of survey results
   b. Finalize the mission statement of the department
   c. Finalize the fall schedule
   d. Have Kay come to speak to us about phones and computer hook ups

5. We all need more training on advising students.

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