



COLLEGE OF
ARTS AND SCIENCES
Illinois State University

2015

CAS Budget Report & Planning
Part I: 2015 Narrative



March 2015

Preface

The College of Arts and Sciences (CAS) is known as the largest among five other colleges at Illinois State University. In fall 2014 the CAS served 5,838 undergraduate and graduate students and was home to 319 tenure-line faculty members. Our community is supported by 113 FTE non-tenure line faculty (NTT), 88 FTE Administrative Professionals (APs), 75 FTE Civil Service (CS) staff, and 162 FTE graduate assistants (GAs) housed in 16 academic units that include the Schools of Biological Sciences (BSC), Communication (COM), and Social Work (SWK), and the Departments of Chemistry (CHE), Communication Sciences and Disorders (CSD), Economics (ECO), English (ENG), Geography-Geology (GEO), History (HIS), Languages, Literatures and Cultures (LAN), Mathematics (MAT), Philosophy (PHI), Physics (PHY), Politics and Government (POL), Psychology (PSY), and Sociology & Anthropology (SOA). The CAS also oversees Programs in Women's and Gender Studies (WGS), the Latin American and Latina/o Studies (LAL), the Applied Social Research Unit (ASRU), and a team of Information Technology professionals (CAS-IT).

Several centers, institutes, and distinct programs are also among those administered by our various departments and schools. These programs continue to provide important and innovative teaching, research, and outreach opportunities for our faculty, staff, and students consistent with our strategic directions. They include the Mind Project, the Energy Science Program of Excellence, the Autism Place, the Institute for Prospective Cognition, Psychological Services Center, Teacher+Plus, Livingston County Children's Network, Institute for Geospatial Analysis & Mapping, Speech and Hearing Clinic, Center for Adoption Studies, TV-10, WZND, WGLT, and the *Vidette*.

The college both embraces and respects its position on our campus by continuously striving for academic excellence in line with the goals outlined in the *Educating Illinois 2013-2018 (EI)* Strategic Plan. Our own Strategic Plan 2010-2015 implemented in the fall of 2011 aims to build on the college's existing "strength in a challenging time." Our faculty, staff, and students continue to be engaged in educational, research, and service activities in the core academic disciplines of the humanities, social sciences, natural sciences, and mathematics. As stated in our Plan, our mission is

"...to ignite curiosity and promote reflection on human experience and the natural world. By discovering and disseminating knowledge, we serve society and prepare students for fulfilling lives and productive careers as life-long learners, engaged citizens, and leaders in the 21st century."

I invite you to explore the enclosed narrative. It highlights the numerous valuable accomplishments of our faculty, staff, and students made just over the past year. I am sure you will agree that these efforts will prove instrumental in building on the current prestige of our programs and will act to further elevate the excellence and status of Illinois State University across our state and beyond.



Gregory Simpson, Dean

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I. Accomplishments and Productivity for FY15

A. College Strategic Goals and how they Support Educating Illinois (EI)

The goals of our Strategic Plan align well with the five core values including the pursuit of learning and scholarship, individualized attention, diversity, integrity, and civic engagement, and the strategic goals and strategies articulated in the *2013-2018 Educating Illinois* as outlined in Table 1 below.

Table 1. Alignment of the CAS 2010-2015 Strategic Directions with those found in the *Educating Illinois 2013-2018 Strategic Plan*.

CAS Strategic Goal	EI Goal(s)
Goal 1.1 Develop and maintain rigorous academic curricula	Goal 1, Goal 2
Goal 1.2 Enhance opportunities for co-curricular learning activities	Goal 1, Goal 2
Goal 1.3 Enhance support for faculty research and creative activity	Goal 2
Goal 1.4 Enhance and encourage support for student research and creative activity	Goal 1, Goal 2
Goal 1.5 Enhance support for faculty and staff professional development	Goal 1, Goal 2
Goal 2.1 Ensure administrative facilitation of academic excellence	Goal 4
Goal 2.2 Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning	Goal 2, Goal 4
Goal 2.3 Enhance physical infrastructure and support sustainable growth of academic activities and programs	Goal 2, Goal 5
Goal 2.4 Make physical infrastructure and administrative practices sustainable.	Goal 4, Goal 5
Goal 3.1 Increase funding from external research grants and contracts	Goal 2, Goal 4
Goal 3.2 Increase funding from contracts for course delivery, custom programs, and other educational activities	Goal 4
Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting	Goal 4
Goal 3.4 Increase contributions from alumni, friends, and benefactors	Goal 3, Goal 4
Goal 4.1 Increase mission-consistent outreach and partnerships with our on-campus and community constituencies	Goal 1, Goal 3, Goal 4
Goal 4.2 Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement	Goal 1, Goal 2, Goal 3, Goal 4

B. Sample Accomplishments for 2015 by Strategic Goal.

The list below includes activities in which our faculty, students, and staff partook during the course of the past year and how each aligns with our strategic goals. It is important to note that these accomplishments are only examples and that many others exist and can be found in the narrative document of each of our units. We realize that many of the listed activities contribute to more than one strategic goal although they only have been listed once to allow us to showcase as many different initiatives as possible.

Goal 1.1 Develop and maintain rigorous academic curricula

- CAS: Units continue to explore curricular, co-curricular, and outreach opportunities to attract, retain, and timely graduate academically-strong and engaging students and to maintain sustainable and viable enrollments
- CAS: The following units conducted academic program reviews
 - Social Work, BSW and MSW
 - Anthropology, BS and BA
 - Economics, BA and BS
 - Geography, BA and BS
 - History, BA, BS, MA, MS
 - Political Science, BA, BS, MA, MS
 - Sociology, BA, BS, MA, MS
 - Chemistry Education, MEd, MS
- CAS: Formalized Latina/o Studies Program by acquiring a permanent curricular designation LAL and poised the unit to become a full-fledged academic program in the college
- CAS: The College Curriculum Committee approved:
 - 15 new undergraduate and 1 new graduate course,
 - 1 new graduate certificate “Graduate Certificate in Instructional Technology and World Languages”,
 - 2 new sequences, a Ph.D. and M.S. sequence in Neuroscience & Physiology
 - 1 undergraduate sequence in Creative Writing
- CAS: Departments and schools continued to work to minimize time to degree completion both at the undergraduate and graduate levels
- CAS: Units with Education programs continued to address the implementation of the Teacher Performance Assessment (edTPA). All CAS units with Education programs are now requiring students to complete edTPA to acquire data that will facilitate future student preparation. A new IDS course was designed to help prepare students for edTPA. The course will be offered for the first time this summer.
- CAS: Hired 10 new tenure-line faculty members
- CAS: Hired its first faculty member through the newly-developed interdisciplinary joint-hiring initiative. The hire was made between BSC and PSY in neuroscience.
- CAS: Continued to reconfigure the model for allocating annual graduate student tuition waivers.

- CAS: Academic units continued to improve their programmatic assessment plans to ensure academic excellence (e.g., ENG: developed a metadata-rich database, the Artifact Archive, that allows all faculty and staff to store, view, and analyze artifacts that provide evidence of the strengths and weaknesses of undergraduate programs in ENG).
- CAS: Units continued to explore the potential of online course development through the FCR model (e.g., CHE).
- CAS: Units continued to engage in interdisciplinary activities through various programs including the organization of conferences and discussions (e.g., Cognitive Science and Religious Studies programs, the Mind Project, Women's and Gender Studies Program, Environmental Studies Minor program).
- POL: Launched its new Legal Studies program in fall 2014, an ABA-approved curriculum designed to provide specialized knowledge and skills to prepare students for employment as paralegals
- SWK: Successfully completed a reaffirmation site visit in fall 2014 in partial fulfillment of its re-accreditation process
- SWK: Collaborated with the training division of the Illinois Department of Children and Family Services to supplement its curriculum with the required content and delivering of the 3 exams required to be licensed for employment with DCFS. The partnership is expected to increase students' employability for child welfare sector jobs.
- SOA: Enrolled its first cohort in its new Master's Program in Anthropology
- MAT: Implemented changes to the Mathematics Teacher Education and the Actuarial sequences to address changes in both disciplines (changes in the teacher education sequence addressed the implementation of edTPA and the Common Core State Standards and changes in the latter sequence were designed to align requirements with recent changes instituted by the Society of Actuaries and the Casualty Actuarial Society

Goal 1.2 Enhance opportunities for co-curricular learning activities

- CAS: With POL, made possible for 2 students to partake in the Summer Washington Internship program experience.
- CAS: Students in many units continue to participate in various internship programs (e.g., POL, COM, GEO, HIS)
- CAS: For the first time, offered an Undergraduate Student Travel Fund (\$10,000) to offset student travel expenses to conferences and research experiences
- CAS: Offered a Student Team Travel Program to offset cost of student travel to academically-relevant competitions (e.g., Team UN, Mock Trial, and Forensics)
- CAS: Instructors across the college continue to incorporate political and community engagement components into their curricula (e.g., COM, ECO, POL)
- CAS: Offered a Supplementary Instructional & Internship Travel Program (\$50,000)
- PHI: Held its inaugural Annual Undergraduate Philosophy Conference that attracted presenters from across the Midwest; expanded its colloquium series
- POL: Continued to sponsor co-curricular activities including a student conference, Mock Trial and Model UN competitive teams

- POL: Hosted 22nd Annual Conference for Students of Political Science. More than 50 graduate and undergraduate students from 18 universities and colleges participated in the conference and presented their research in 12 panels; hosted Pre-Law Student Conference
- POL: Continued to support its electronic journal for students of politics *Critique: A Worldwide Student Journal of Politics*
- POL: Continued to participate in the Mock Trial competitions – in 2014 the American Mock Trial Association ranked ISU as one of the top 100 teams in the nation (95 out of 620)
- POL: Pre-Law advisement center housed in the department provided logistical support for the Tom Eimmermann ISU Pre-Law Advisement Center
- WGS: Continued to maintain a high quality Student Research Symposium
- WGS: Offered WGS students working in Fine Arts the opportunity to curate and hang their own exhibits by hosting and organizing 2 exhibits titled “Pile, Pack, Adorn, Adjust” and “Habits of Survival”
- WGS: Piloted variety of workshops to promote career and internship opportunities “Life beyond ISU: Post-graduate Opportunities”, “Internship and Volunteer Expo”, “Women’s Leadership Conference” and “Women’s Career Conference”
- LAL: Organized its 1st inaugural national conference “Imagining Latina/o Studies: Past, Present, and Future” attended by over 600 scholars, researchers, and students
- ENG: ½ Mile Project brought individuals from a wide-range of careers into the Writing Program to speak with students about the practical need for “writing research skills” in various career paths
- ENG: Created an English Studies Commons for faculty and students to facilitate collaboration, conversation, reading, and collegial fellowship
- HIS: Co-sponsored annual History-Social Science Education Symposium attended by about 250 teachers from around the state
- HIS: Students continued to have the opportunity to publish their work in the department-administered journal of student papers *Recounting the Past*
- HIS: Continued to be at the forefront of the University’s internationalization efforts. The department established a new exchange program with Birzeit University in Palestine and Bilkent University in Turkey; 7 students studied in Turkey during this inaugural year
- MAT: Introduced a Mathematics Education Club to support students in Mathematics Teacher Education Sequence Program
- MAT: Sponsored the 7th annual Biomathematics and Ecology Education and Research International Symposium. This conference is now the 2nd largest annual biomathematics conference in the world.
- MAT: Faculty started a new research journal *Letters in Biomathematics* adopted by Taylor and Francis and housed at ISU

Goal 1.3 Enhance support for faculty research and creative activity

- CAS: Distributed \$446,083 of CAS equipment, and temporary variance, and generated indirect cost dollars for startup and other research and related faculty development commitments.
- CAS: Continued to support faculty professional travel by allocating ~\$180,381 of CAS travel dollars (112% of budget) across our 16 academic units; the amount represented an average increase of 3% over FY14.
- CAS: Continued the International Faculty Travel Initiative Program that reallocated \$14,278 of college funds towards faculty travel abroad. The initiative enabled international travel for 20 faculty members in the college
- CAS: Allocated funds to continue the support of the Newberry Library membership
- CAS: Continued to support the college book subvention program for faculty
- CAS: Continued to support the various college research awards and the prestigious Arts and Sciences Lecturer initiative (\$8,000)
- CAS: Distributed \$144,500 to supplement faculty research efforts through the University Research Grant program; awarded were 17 NFIGs, 22 PFIGs, 1 SFF, and 1 FRA.
- COM: Established and opened Social Media Analytics Command Center (SMACC) lab facility to support school, university, and community social media analytics research, teaching, and outreach activity needs. Current collaborations include Alumni Relations, American Democracy Project, TV-10, University Marketing and Communications, Emergency Operations Center, University Foundation, Admissions, Athletics, and College of Business
- CSD: Began working with facilities management and the office of the Provost to renovate and expand its Speech and Hearing Clinic facility and secure space for additional group therapy rooms for the Clinic
- LAL: Organized a Brown Bag series “Conversando Entre Nosotros” as part of the Latino Heritage month to showcase faculty research
- MAT: Continued to support the housing of the *Journal for Research in Mathematics Education*
- MAT: Worked to establish the Intercollegiate Biomathematics Alliance, an inter-institutional organization housed at ISU designed to provide resources for faculty and students to collaborate, teach, and learn in a blended virtual and real-life environment with faculty and students from other institutions

Goal 1.4 Enhance and encourage support for student research and creative activity

- CAS: Units across the college continued to incorporate research activities into formal curricula and in out-of-class activities
- CAS: Boasts the publication of numerous journal articles, book chapters, and peer-recognized creative efforts that note at least one student co-author (see section C for details).
- CAS: Many conference presentations listed at least 1 student collaborator and were offered outside of the United States (section C for details).

- CAS: Units routinely sponsor students at conferences where they present work completed under the supervision of a faculty member with variance and foundation funds. Although expected at the graduate level, the practice is very common at the undergraduate level as well

Goal 1.5 Enhance support for faculty and staff professional development

- CAS: Continued to offer Faculty Professional Development Series (FPDS) for first year faculty members
- CAS: Continued to offer a new Mid-Career FPDS, comprised of a set of four workshops/discussion groups offered over the course of 1 year (2 per semester) on topics related to research, teaching, administration, and promotion to full professor
- CAS: Continued to offer the CAS Administrative Fellowship Program designed to offer 1-course release (\$6,000 buyout each) to a tenured faculty member (s) for joining the college staff for 1 semester. This year the CAS had two Administrative Fellows.
- CAS: For other faculty development support also see Goal 1.3 above
- CAS: Continued to host an annual lead-staff retreat
- CAS: All units organized various speaker series that invited colleagues from other programs, most often from outside of the university, to provide opportunity for professional growth and development
- CAS: Awarded the annual Kenneth A. and Mary Ann Shaw Teaching Fellowship to 2 faculty members for professional development in teaching
- CAS: Staff members routinely partook in professional development opportunities offered by various offices around the University and CTLT.
- ENG: Offered Writing Program Summits, one-day professional development events designed to teach and share important information about the Writing Program and its pedagogies

Goal 2.1 Ensure administrative facilitation of academic excellence

- CAS: Continued to implement Digital Measures (DM) across the college to store, maintain, and analyze measures of faculty productivity. Dedicated internal funds to employ graduate assistants to enter vita/productivity report information into DM.
- CAS: Continued to develop our electronic system for submission of tenure and promotion materials
- CAS: Authorized and funded ~\$9,000 of permanent and temporary funds for upgrades, and raises for four Civil Service staff members
- CAS: Units reallocated funds wherever possible to continue to provide adequate support for academic programs including hiring of new office staff, upgrades for existing staff, and hiring temporary advisors
- CAS-IT: CAS houses its own team of IT specialists (i.e., CAS-IT) that provide IT services to all its units.
- CAS-IT: Continued to improve a new online budget system to increase the efficiency of the process for both the units and the college

- CAS: Allocated \$188,051 in tech tuition dollars among units to improve instructional infrastructure related to technology
- WGS: Hired a new Assistant Director and Academic Advisor
- ENG: Relocated its Publications Unit close to the Williams Hall Annex. This location will better accommodate the needs of faculty, staff, and students

Goal 2.2 Continue to develop and maintain technology infrastructure and professional staff to support scholarship, creative activity, and student learning

- CAS: In FY15, the CAS allocation of tech-tuition dollars was \$188,051. The dollars were distributed towards equipment purchases (78%), student help (18%) and software purchases and maintenance agreements (4%).
- CAS-IT: Purchased a college-wide server storage device
- CAS-IT: Upgraded windows server 2003 to windows server 2012
- CAS-IT: Migrated from a locally hosted system center configuration manager (SCCM) to one hosted by Administrative Technologies
- CAS-IT: Provided online training to staff members for professional development (\$17,000)
- CAS-IT: Continued to respond to incident tickets in an efficient and timely manner
- CAS-IT: Began decommissioning COINS system
- CAS-IT: Through the reallocation of internal resources hired 1 additional programmer (total of 2) to help with special projects across the college

Goal 2.3 Enhance physical infrastructure and support sustainable growth of academic activities and programs

- CAS: Continued to allocate funds for renovations and repairs across units whenever possible
- CAS & Science Units: Continued their ongoing effort to replace existing and purchase new laboratory instrumentation and maintain/repair existing infrastructure for teaching and research.
- CAS: Continued to modernize classrooms and other teaching facilities as funds became available
- CHE: Continued to address their research/office space needs through reallocation and renovation of existing spaces
- CHE: Continued to acquire instruments and other equipment for research and teaching by reallocating temporary department and college level funds for a total of over \$150,000 including funds needed for addressing the security of the Chemistry stockroom

Goal 2.4 Make physical infrastructure and administrative practices sustainable.

Goal 3.1 Increase funding from external research grants and contracts

- CAS: See Goal 1.3 and 1.5 above and Section II.B.d below.

Goal 3.2 Increase funding from contracts for course delivery, custom programs, and other educational activities

- CHE: Funded 6 courses through the Full Cost Recovery (FCR) model; the online courses in CHE for in-service chemical educators were completed by nearly 170 students between summer 2012 and spring 2013
- GEO: Annual capstone experience in geology – the Field Camp – was offered through the FCR model to our students as well as students from across the country. The field camp experience is a 6-week long immersion experience in geology outside of the traditional classroom that aspiring professionals in geology require to become certified in their discipline.

Goal 3.3 Increase opportunities for resource generation via mission-consistent services and consulting

- PSY: Funds generated through the Psychological Services Center offered graduate assistantships, internships, post-doctoral fellowships
- PSY: Illinois School Psychology Internship Consortium (ISPIC) provided accredited internship opportunities for school psychology doctoral students in Illinois
- PSY: The Autism Place (TAP) remained an active training, service and research site
- CSD: Funds generated through the Speech and Hearing Clinic offset programmatic costs for the department and supported its graduate program
- GEO: Funds generated through the Institute for Geospatial Analysis and Mapping (GEOMAP) were used to support undergraduate and graduate research efforts and offset general programmatic costs of the department

Goal 3.4 Increase contributions from alumni, friends, and benefactors

- CAS: As part of the 2014 Homecoming celebrations, the college and its units invited distinguished alumni and friends
- CAS: Many departments continued to reach out to their alumni, friends, and benefactors through newsletters and other social media
- CAS: Units continued their efforts of fund and friend raising through a variety of advisory boards and committees (e.g., ECO, ENG, POL, COM)
- WGS: Organized its first WGS graduate recognition ceremony

Goal 4.1 Increase mission-consistent outreach and partnerships with our on-campus and community constituencies

- CAS: The college and units routinely held public lectures to promote disciplinary and interdisciplinary knowledge (e.g., CAS Distinguished Lecturer)
- CAS: Launched a Main Street College event. A different faculty is showcased each semester. These events are designed to reach out to the community to showcase ISU's faculty activities and expertise

- CAS: Units continued to maintain and develop new strategies that helped them build their alumni base
- CAS: Several units organized professional conferences in their respective fields (e.g., ENG, PHI, PSY)
- CAS: Several units continued important work with their Advisory Boards (e.g., Attorney Advisory Board (POL))
- CAS: Units continued to manage various student chapters and honorary societies in order to strengthen long-term ties with students and alumni
- POL: Continued its commitment to community outreach efforts through the Hibbert R. Roberts Lecture
- WGS: Maintained strong partnerships with a variety of community groups including YWCA, Service Learning Internships through multitude of events including “It’s Time to Talk,” Take Back the Night, Anti-Racism Summit, Neville House, Planned Parenthood, Habitat for Humanity, Save the Children.
- ENG: Increased outreach to local and state teachers through Illinois State Writing Project programming
- HIS: Co-sponsored the Capitol Forum for America’s Future event which is anticipated to bring in 125 high school students and their teachers for a day of Human Rights workshops

Goal 4.2 Promote the local, state, national, and international visibility of the College’s programs, student successes, and faculty and staff achievement

- CAS: The college and its units continued to publish newsletters, update their websites, and disseminate achievements of its faculty, staff, and students through its electronic newsletter, *CASNews*, and social media such as Facebook
- CAS: Faculty and staff across the college held prestigious professional offices and were routinely asked to conduct editorial and review services in their respective disciplines
- CAS: Units continued outreach efforts with a variety of community and corporate partners (e.g., the Children’s Discovery Museum, State Farm Millennial Girls Project, Illinois State Fair Project, ProjectSEED, Expanding Your Horizons, Chemistry Olympiad, ADM, Gillette, AOCS, and Abbott)
- CAS: Several science units participated in the annual Expanding Your Horizons events bringing middle school age girls to campus to learn about science
- CAS: Offered International Travel Program to supplement the cost associated with international travel for faculty for purposes of research and creative activity
- CAS: Programs continued to explore study abroad initiatives (e.g., CSD emphasized its international experience and, with 20 students participating, ranked 5th in the top 10 majors at ISU participating in study abroad in 2013-14); POL students participated in the 8th annual Peru Study Abroad program; HIS students participated in six study abroad programs or two exchange programs developed over the past 5 years; LAN continued its summer study abroad program in Costa Rica; GEO established a new course in cultural geography executed in Japan

- CAS: Units continued their commitment to the internationalization of ISU through a variety of efforts including hiring and nurturing diverse faculty base (e.g., HIS, ECO); HIS faculty speak and read 23 different languages
- LAL: Continued to organize its annual Latino Heritage Month activities
- LAL: Continued to foster community collaborations with key organizations and stakeholders in the B/N community including Conexiones Latinas in Central Illinois, Latinos Unidos Por Cambio, and the McLean County History Museum

C. Other Measures of Productivity

Faculty and staff across the college celebrated another productive year. Expended efforts continue to contribute towards the missions of ISU related to teaching, research, and service in many ways.

A total of 1,455 students graduated with an undergraduate degree from the CAS in 2014. This number makes up about 34% of all ISU graduates. At the Master's level, the total number of graduates reached 267 (39% of all MS graduates) in 2014. The college awarded 38 doctoral degrees last year comprising 63% of all received doctoral degrees awarded at ISU. Seven graduate certificates were awarded in 2014 to graduates from the CAS.

In fall 2014, undergraduate enrollments in the CAS was 4,983, constituting approximately 28% of ISU's total. Overall student enrollments have remained steady across the college. Several units also show a general increase in major counts over the past five years when compared to their 2004-2009 means. These include BSC (16%), GEO (44%), SWK (18%), and SOA (19%). Similar statistics at the Master's level indicate growth in ECO (19%), MAT (23%), SWK (13%), SOA (27%) and CSD (10%). The CAS continued its strong commitment to teaching in 2014-2015. The college continued to generate approximately 51% (275,492) of all of ISU's credit hours.

Research and creative activity continue to be key components of the mission of the college. Grants and contract-generated funding achievements are summarized in Section II B below. In 2014, the 319 faculty and chairs/directors in the college boast the production of 20 authored books and monographs, 8 edited books, 13 textbooks, 537 journal articles and book chapters, 44 creative works, and 848 conference presentations, 144 of which were presented outside of the United States. These accomplishments represent an average scholarly output of 1.89 books & monographs, edited books, textbooks, journal articles, book chapters and creative works per tenure-track faculty member. A total of 55 (9%) scholarly works were co-authored with international scholars, and 45 scholarly presentations listed collaborators from outside the United States. Our faculty and staff names appeared on 170 conference papers outside of the United States.

Last year, our faculty served as editors, associate editors, or as editorial board members for 108 regional, national and international peer-reviewed journal outlets.

Our undergraduate and graduate students are routinely involved in research and creative activities under faculty guidance. The quality of these mentorships is demonstrated by the

students' appearance as co-authors on many of our published journal articles, book chapters and creative efforts and authors and co-authors of conference presentations. This past year, the college published 136 or 24% of all journal articles, book chapters and peer-recognized creative efforts that note at least one student as co-author. A total of 265 or 32% of conference presentations listed at least 1 student collaborator; 29 presentations offered outside of the United States listed at least 1 student collaborator.

Faculty and Staff Award Recipients

Faculty, students, and staff activities also continue to be exemplary within our college. In 2014, the following awards were bestowed upon several individuals in the CAS by various internal and external honors.

Dr. Craig Gatto (BIO) was named University Professor.

Dr. James Day (GEO), TY Wang (POL), and Cynthia Huff (ENG) were named Outstanding College Researchers. Karen Coats (ENG) was named the Outstanding University Researcher. Viktor Kirik (BIO) and Wolfgang Stein (BIO) were named the University's Research Initiative Award winners.

Dr. John Baur (CHE), Rachel Bowden (BIO), and Matt Aldeman (ECO) became new Million Dollar Club members.

William Perry (BIO), Alycia Hund (PSY), and Katherine Ellison (ENG) received the Outstanding College Teacher Award for their continuous excellence in teaching. Julie Jung (ENG) was named Outstanding University Teaching Award, Category I. Larissa Kennedy (HIS) received the Outstanding University Teaching Award, Category II, for non-tenured faculty. The Teaching Initiative Award recipient was Karen Stipp (SWK).

As in previous years, our faculty was recognized for the exemplary contributions to departmental, college, university, and professional service initiatives. Lance Lippert (COM) was the winner of the University Outstanding Service Award.

Cooper Cutting (PSY) and Kevin Meyer (COM) received the Outstanding College Service Award.

Finally, Dr. Roger Thomas (LAN) and Dr. Robert McLaughlin (ENG) were the College of Arts and Sciences Lecturers in Fall 2014 and Spring 2015, respectively.

Fred Smith (SOA) received the William King Medal and a Distinguished Faculty Award from Northern Illinois University.

Student Award Recipients

Eight students in the College of Arts and Sciences were named Bone Scholars for 2014-2015: Samantha De Carlo, English education; Kristine Demonbreun, broadcast journalism; Taylor Hobson, English; Jennifer Jaroch, Mathematics education; Tyler Malone, Biological Sciences/Mathematics; Samuel Quast, History; Raymond St. John, Molecular Biology; and Matthew Weber, Biological sciences.

The college awarded scholarships to ten students for the 2014-2015 academic year. The scholarships and recipients are as follows:

John and Susan Freed Scholarship: Danielle Beram
Redbird 5 Scholarship: Abigail Hamblin
Laurine Reiske Scholarship: Tyler Malone
Craig W. Reeser Scholarship: Karolina Stepek
Carl D. Heldt Memorial Endowed Scholarship – Brady Kunz
Neil and Joan Styczynski Scholarship: Nicholas Ferrara
Leola Lohr Nelson Scholarship: Audrey Stratemeyer
James and Mary Crawford Textbook Scholarship: Brady Kunz, DeShawn Strong, and Timothy McCarthy

Several graduate students received Outstanding University Graduate School Student Teaching Awards. The winners included Eric Varney (COM); Amy Christenson (CHE); and Sarah Hercula (ENG).

Melinda Harrison (ENG), Stephen Mitchell (HIS) and Deyaa Abusalim (CHE) received Graduate Thesis Awards at the college level.

II. Internal Reallocation and Reorganization in FY15

A. Reallocations or re-organizations of personnel

Principal College-level Reallocations and Enhancements (July 1, 2014 – March 1, 2015)

Permanent Reallocations

- ~\$16,000 of permanent variance dollars resulting from Chair and staff hires was used for four upgrades on CS/AP lines, out of cycle raises, hiring, and staff retention.

Major Temporary Reallocation Initiatives

- ~\$446,000 of general revenue portions of recovered indirect costs plus funds available in the CAS base equipment budget, contractual, and CAS temporary variance funds supported faculty start-up, research-related contractual expenses, and travel.

- 180,381 of CAS travel dollars were allocated for faculty professional travel purposes across our 16 academic units; the amount represented an average increase of 3% over FY14.
- \$105,833 of CAS base NTT budget was reallocated to units for student teacher supervision salaries.
- \$24,050 of CAS travel budget was reallocated to support instructional travel and internship travel
- \$103,172 of temporary CAS variance was reallocated to complete known payouts as of March 2015.
- \$14,278 of CAS variance was used for the International Faculty Travel Initiative; the initiative enabled international travel for 20 faculty members in the college
- \$10,000 was allocated for the Student Team Travel Initiative to offset cost of the Model UN, Mock Trial (POL), and Forensics (COM) teams.
- \$4,250 of CAS variance was used to introduce the Undergraduate Student Travel Initiative; the initiative enabled travel for 17 students in the college.
- \$16,000 of CAS variance was used to support journal editors, guest speakers, conferences, renovations, accreditation fees, and faculty publication.
- \$10,000 was allocated for the Math Curriculum Online Development Workshop.
- ~\$11,000 was allocated to English for the Obsidian journal.
- \$7,650 of CAS temporary variance was reallocated to the Digital Measures initiative towards student hiring for data entry
- \$12,000 of CAS variance was used to continue the Administrative Fellows Program, providing a 1-course teaching release per Fellow
- \$5,000 was allocated to offset the cost of the Washington DC Internship Program for 2 students

Other specific Department/School reallocations

Table 2: Specific Department/School Personnel Reallocations in FY15 (July 1 - March 1) made possible through a combination of internal reallocation of temporary (variance) funds, permanent funds, or with help from the college (temporary or permanent).

Unit	Personnel Reallocations
BSC	Reallocated existing school funds to hire a greenhouse gardener for the SLB and FSA greenhouses and a full-time NTT; acquired a new Horticulturist position for the Curator of the Fell Arboretum
CHE	Used temporary GR funds to hire full-time AP undergraduate advisor Used FCR funds to hire a part-time web-developer
ENG	Reallocated internal funds to hire an English Education Director; Position upgrades for lead staff and graduate secretary
GEO	Reallocated internal funds to hire CS Extra Help for a portion of the year
LAN	Reallocated internal funds to expand existing contracts to student teacher supervisor, academic advisor; replaced Lead Staff person (retirement)
MAT	Reallocated internal resources for Associate Chair position
PHI	Reallocated funds from an Office Support Specialist towards a new undergraduate advisor position
WGS	Hired new Assistant Director and Academic Advisor through internal reallocation of funds

B. Use of additional funds including Enhancement Funds, instructional capacity dollars, summer session funding, external funding, Foundation funds, variance dollars, external contracts, and technology tuition dollars.

(a) Enhancement Funds

The college received Provost Enhancements that supported the teaching mission of our units and the college. They included support for the following:

- \$57,807 to CAS to offset the cost of student teacher supervision travel
- \$20,960 to CAS for the summer incentive program
- \$12,218 to English to support the Race to the Top.
- \$13,500 to English to support the Obsidian Journal.
- \$200,000 to CAS for additional General Education/Instructional Capacity.
- \$10,000 to CAS for the support of the Student Team Travel Initiative.

Accountability reports detailing the expenditures have been submitted with this budget document.

(b) Instructional Capacity and General Education Funds

As is customary practice, we only used instructional capacity received from the Provost's office for direct instruction. The College was allocated \$2,517,613 base budget for instructional capacity and general education. The college also carried over ~\$30,000 from FY14 for instruction. The total funds of **\$2,547,613** made possible the offering of over 500 sections across the college, helped offset the cost of student teacher supervision, and summer advising between fall 2014 and summer 2015.

Between fall 2014 and spring 2015 the CAS allocated **\$2,169,868** for IC/Gen-Ed instruction in the college (Table 4). In addition, the CAS allocated \$105,833 towards offsetting the cost of student teacher supervision salaries. The total cost for this initiative was \$137,979. We used instructional capacity dollars to make up the difference of **\$32,146**. The remaining **\$57,958** will be carried over for instruction in FY16.

Table 4: IC and Gen-Ed and student teacher supervision salary allocations by unit in FY15.

Unit	IC & Gen-Ed	Student Teacher Supervision Salary
BSC	\$50,804	\$15,359
CHE	\$213,291	-
COM	\$324,036	-
CSD	\$70,544	-
ECO	\$36,500	-
ENG	\$448,869	\$48,000
GEO	\$40,700	\$5,000
HIS	\$149,635	\$42,120
LAN	\$125,494	-
MAT	\$232,500	\$27,500
PHI	-	-
PHY	\$52,891	-
POL	\$175,976	-
PSY	\$155,352	-
SWK	\$39,150	-
SOA	\$40,726	-
WGS	\$13,400	-
Grand Total	\$2,169,868	\$137,979
Total from IC/Gen-Ed	\$2,125,167	\$32,146

(c) Summer Session Funding

In FY15 the CAS was allocated a total of \$487,388 plus a Provost supplement of \$72,065 to offer 120 course sections during the summer session.

(d) External Funding

In FY14, the CAS generated a total of \$5,780,063 through 91 grants awarded to 13 units in the college. Between January and December 2014, the grants generated a total of \$907,986 in indirect cost. The funds continue to be valuable to the continuation of the mission of our university and most were allocated for startup funds to purchase and update critical research and teaching technology and other infrastructure, support graduate students, and offer research and creative activities for undergraduate students across the college.

The indirect costs generated through grants in the college totaled \$426,753; \$205,218 and \$221,535 was earned by the units and college, respectively. The funds allowed for the offset of critical expenses in the following areas:

- Startup funds for new incoming faculty
- Faculty research support
- Graduate student stipends
- Faculty travel
- Student professional travel
- Outreach activities

By unit, the total estimates are as follows:

Table 5: External Funds Received by CAS Units as Reported by RSP.

Unit	Number of Awards	Total Amount 07/1/14-1/29/15	Total IDC earned 01/14-12/14
Applied Social Research	0	\$0	\$195
Biological Sciences	5	\$698,185	\$84,176
Chemistry	3	\$127,911	\$27,440
Communication	2	\$150,868	-
Communication Sciences & Disorders	1	\$37,500	
Economics (includes Center for Renewable Energy)	3.5	\$1,471,668	\$29,621
English	3	\$25,978	\$33
Geography-Geology	4.5	\$231,870	\$9,499
Mathematics	8.8	\$1,034,773	\$22,794

Philosophy	0	\$0	\$400
Physics	1.2	\$168,740	\$8,496
Psychology (includes Psychological Services Center)	9.5	\$573,828	\$19,257
Social Work	1	\$4,207	\$761
Sociology and Anthropology	2	\$95,040	\$346
CAS	44.5	\$4,620,568	\$221,535

Additional dollars may have been acquired in units, chiefly in the social sciences and humanities, where some external grants and contract funds were secured outside of the RSP office.

(e) Foundation

During the calendar period of January 1, 2014, to December 31, 2014, the College of Arts and Sciences raised \$2,291,318 in private gifts. Outright cash gifts (not a pledge or planned gift) equaled \$621,779.52. Planned gifts made through donor estate plans were \$744,501. This planned gift was part of a million dollar plus gift made by one alumnus to both a College level scholarship for the social sciences and the Weisbecker scholarship in athletics. Another highlight, payroll deduction designated for the College of Arts and Sciences almost totaled \$50,000.

During this past year an endowed scholarship was established in the Math Department for the benefit of actuarial students. The Lee Ann Murray "Everything Counts" Actuarial Science Endowed Scholarship Fund memorializes Lee Ann, a 2012 graduate from ISU's actuarial program. She passed away from cancer in October 2014. The scholarship was established in November 2014 and is approaching a principal of \$40,000 due to the generosity of Lee Ann's family and friends. The first scholarship from the fund will be awarded spring 2015.

The Department of English was the recipient of an endowed scholarship from Dr. Robert and Marilyn Sutherland. The Sutherland endowment will benefit graduate students in the English Department.

A scholarship in the Department of Politics and Government received a significant cash gift that doubles the endowment balance and effectively increases the scholarship distribution.

Several proposals currently being reviewed by donors of the College of Arts and Sciences include scholarship and planned gift opportunities for the Depts. of Economics, Sociology and Anthropology, the School of Communication, the School of Social Work, and a general scholarship for the College.

One of the College's major priorities, the Worldwide Campus Fund, will also be endowed in 2015 through a \$30,000 gift from one alumna.

The College's Dean and development director traveled to northern California to engage with alumni and donors in May 2014 and to the St. Louis metro region. The development director also traveled to Washington D.C. in June 2014.

As state resources continue to decline, private gifts remain vital to the College's initiatives and programs. As in previous years, private dollars subsidize a variety of initiatives including travel for the solar car, mock trial, and forensic teams. Foundation dollars also support the Faculty Professional Development Series, award ceremonies, Arts and Sciences Distinguished Lectures, Main Street College, Homecoming and alumni day events, plaques and certificates, and Advisory Board Events.

(f) Variance Funds

The CAS office generated a total of \$382,570 in temporary personnel variance from vacated lines and from replacement hiring of existing AP, CS, and chair/director staff positions across the college. Additional dollars generated by positions in our departments/schools was made available to the college by chairs/directors. The dollars were utilized to offset the cost of:

- Personnel startup commitments for newly-hired faculty
- Upgrades and out of cycle raises
- Grant commitments
- Associate chair stipends
- Chair startup commitments
- Retirement and resignation payouts
- Hiring of post-doctoral scholars
- Computer recapitalization
- Membership in the Newberry Library
- Offset hiring costs
- Course release and programmatic support for Latin American and Latino Studies Program
- Buyouts for joint appointments and Associate Directors of CeMAST
- Various CAS Dean Initiatives as specified in Section II.A. above

The 16 units in the CAS generated a total of \$1,376,493 in variance from faculty buyouts, sabbaticals, interim chair appointments, unpaid leaves, and open staff positions. Estimates as of March 1 are shown in Table 6 below by unit.

Table 6: Estimate Variance Funds by Unit as of March 1, 2015

Unit	Variance Funds
BIO	\$96,434
CHE	\$194,169
COM	\$115,636
CSD	\$32,897

Unit	Variance Funds
ECO	\$136,899
ENG	\$256,869
GEO	\$137,484
HIS	\$30,006
LAN	\$10,284
MAT	\$37,373
PHI	\$11,665
PHY	\$51,161
POL	\$94,672
PSY	\$21,719
SWK	-
SOA	\$146,007
WGS	\$3,218
TOTAL	\$1,376,493

As in years past, these funds were used to offset the cost of programmatic and research needs including:

- Hiring of NTT faculty to cover instructional needs
- Supplement costs associated with hiring of new personnel, especially faculty
- Temporary appointments of AP/CS staff
- Student teacher supervision, internship, and instructional travel
- Facilities and technology (e.g., offices, classrooms, research spaces) updates and renovations
- Hiring of post-doctoral scholars
- Computer recapitalization
- Journal editor support
- Start-up and grant-matching commitments
- Summer salaries for advisors, directors, associate chairs
- Stipends for Associate Chairs and Graduate Directors
- Research support for faculty and students
- Membership in Newberry Library
- Journal editing subventions for faculty
- Cost-sharing for students to participate in the summer Washington internship program
- Cost-sharing for speaker fees
- Visiting scholar support
- Summer faculty and student research support
- Staff visa and green card sponsorships
- Strategic budgeted carryover for various department initiatives

(g) External Contracts and FCR

In FY15, the department of Chemistry offered a total of 6 courses through the FCR funding model. The total enrollment was 165 students, most of whom were in-service teachers who would otherwise not have enrolled in courses at Illinois State University. Student feedback about the program has been very positive, growing the stature of ISU Chemistry in the field of Chemical Education. Over the period of summer 2014 through Spring 2015 the courses generated over \$170,000 in tuition and fees, and paid the salaries of four part-time NTTs. The funds netted the Department over \$35,000, of which \$14,800 was used for support personnel, and the remainder will be used to support the program, purchasing equipment for the teaching and research labs. We also estimate that the program generated approximately \$19,000 for the Provost's Office in FY15.

In FY15 the department of Geography-Geology will offer its annual Field Camp experience through the FCR funding model. The total anticipated enrollment is 40 students from ISU and other institutions across the country. The generated funds will be used to offset operating and personnel costs associated with the course. The anticipated resources generated by ISU are \$86,000. Total expenses associated with the initiative are expected at about \$65,000. The anticipated department funds generated through this initiative is \$350.

(h) Technology Tuition Dollars

The CAS received \$188,051 in Tech Tuition Funds. As of March 1, \$169,979 was allocated to various units. The dollars were distributed towards equipment purchases (78%), student help (18%) and software purchases and maintenance agreements (4%). Total unit allocations are listed in Table 7 below.

Table 7: Allocation of Technology Tuition Dollars by Unit in FY15.

Unit	Tech Tuition \$
BIO	23,500
CHE	42,720
COM	32,000
CSD	12,000
ECO	6,000
LAN	24,764
PHY	12,900
SOA	495
CAS-IT	8,000
URG	7,600
TOTAL	\$169,979

(i) Strategic Budgeted Carryover

In FY15, units across CAS took advantage of the new Strategic Budgeted Carryover (SBC) initiative. A total of \$767,201 was moved in the college from FY14 to FY15 in support of various initiatives as follows:

Table 8: FY15 CAS SBC.

Dept	SBC Amount	Purpose
CAS Office	\$288,458	Start-Up Funds, Summer School, IC/Gen Ed
BIO	\$60,000	Equipment Maintenance
HIS	\$7,000	Start-Up Funds, Conference
ENG	\$200,155	IC, Dept Retreat, Computer Upgrades, Relocation of Pub Unit, Start-Up Funds, Staff Salary
PHI	\$40,500	Computer Recaps, Searches, Undergraduate Conference, Faculty Prof Travel, Undergraduate Awards, Course Releases, Colloquia, Alumni Giving Funds, Student Recruitment Funds
GEO	\$18,720	Graduate Assistantships
CHE	\$55,000	FMLA Replacement, Teaching and Research Equipment Replacement
SOA	\$25,000	IC/Gen Ed
MAT	\$30,900	Classroom Renovation
LAN	\$25,000	IC/Gen Ed
PHY	\$16,468	Solar Car
Total	767,201	

Accountability reports have been submitted to provide detailed accounting of dollars used in each of these initiatives.