

**FY15 ANNUAL REPORT AND FY16 BUDGET
DEPARTMENT OF PSYCHOLOGY, ILLINOIS STATE UNIVERSITY**

This review reports the accomplishments of ISU’s Department of Psychology in FY15, its goals for FY16, and its budget requests to help achieve those goals and meet other needs. It begins with a listing of the department’s goals, noting accomplishments and achievements for each, as well as how these goals support the CAS Strategic Plan 2010-2015, Educating Illinois, and the Psychology Department’s Strategic Plan of August 2012. It then lists and describes budgetary proposals for FY16.

FY15 Annual Report

I. Accomplishments and Productivity for FY15 (Fall 2013-Fall 2014)

A. Goal 1: Enhance the Quality of the Department’s/College’s Academic Programs
(Psychology/CAS Strategy 1/Educating Illinois Goal 2)

1. Teaching Productivity

The Department continued to be highly productive in achieving its teaching service mission. During the Fall 2013 and Spring 2014, the Psychology Department generated just under 29,000 student credit hours (SCH). Table 1 compares teaching productivity across FY13, FY14, and FY 15. This represents a 4.8% drop in SCH generated, compared to fall of FY13. However, this drop was also accompanied by a 5.4% drop in FTEs (i.e., 35 versus 37). Psychology taught 13 classes with over 100 students, which is 24% of its total offerings. These data suggest that the Department of Psychology TT faculty is exceptionally productive in terms of the numbers of students it teaches.

Table 1: Psychology’s Teaching Productivity

Department	SCH Generated	Tenure Track	Less than 30		30-49		50-89		Large (>100)	
			No	%	No	%	No	%	No	%
FY 2012	30,806	37	29	38	37		48		11	14
FY 2013	30,338	37	20	38	4	8	14	27	14	27
FY 2014	28,859	35	24	44	5	9	13	24	13	24

Data from Academic Program Profiles—Undergraduate Program Measures

The number of undergraduate majors in psychology had risen dramatically over the past few years (from a 5 year average between 2005-2009 of 498 students, to 519 in 2010, 557 in 2011, and 584 in 2012). After initiating more active admissions procedures we successfully reversed this trend, reducing our enrollments to 553 in 2013, and to 522 in 2014. Although our current enrollment is still roughly 5% beyond our target, the decrease in the percentage beyond target has rendered our course scheduling much more manageable. The number of students pursuing a minor in psychology decreased from 254 in the Fall of 2013, to 221 in the Fall of 2014. These numbers are within our target range. Bachelor’s degrees (168) were slightly above

our five-year average. Female students continue to constitute the majority (i.e., 78.5%) of our undergraduate student body. Enrollment of honors students in the psychology major increased from 40 (7.5%) in Fall of 2013, to 48 (9.5%) in Fall of 2014.

Table 2: Psychology Department Teaching Productivity

Program	Fall 2014 Enrollment	Degrees Conferred 2013-2014
Baccalaureate (BS, BA)	522	168
Undergraduate minors	221	117
MS Psychology	46	11
MS Clinical-Counseling	27	10
Specialist School Psych	17	7
PhD School Psych	33	6

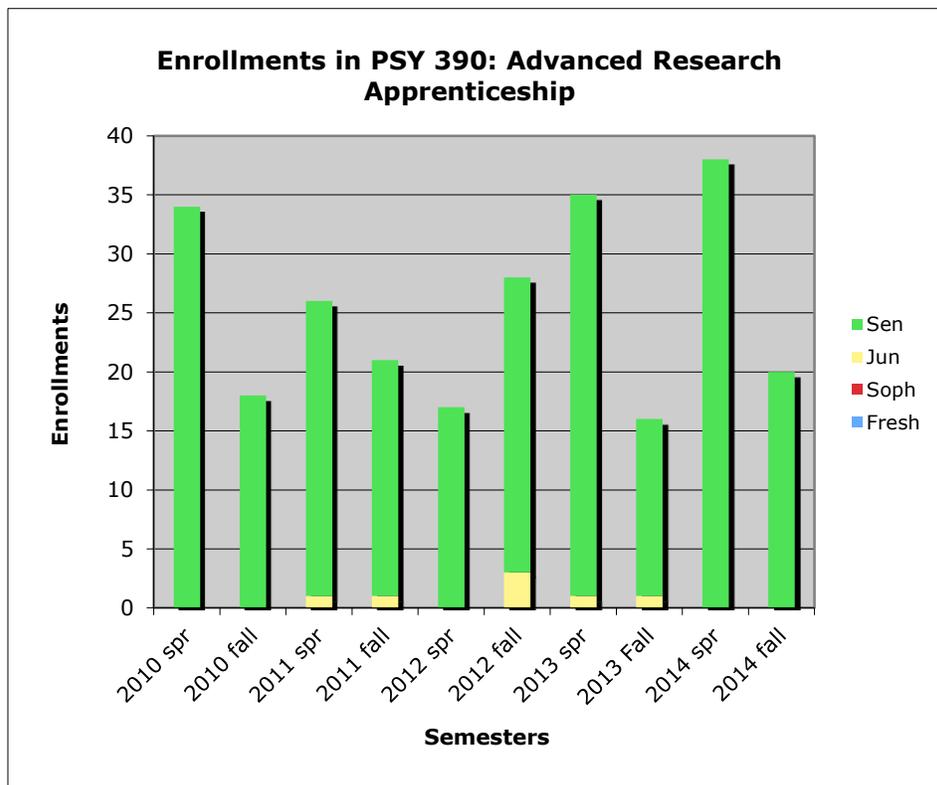
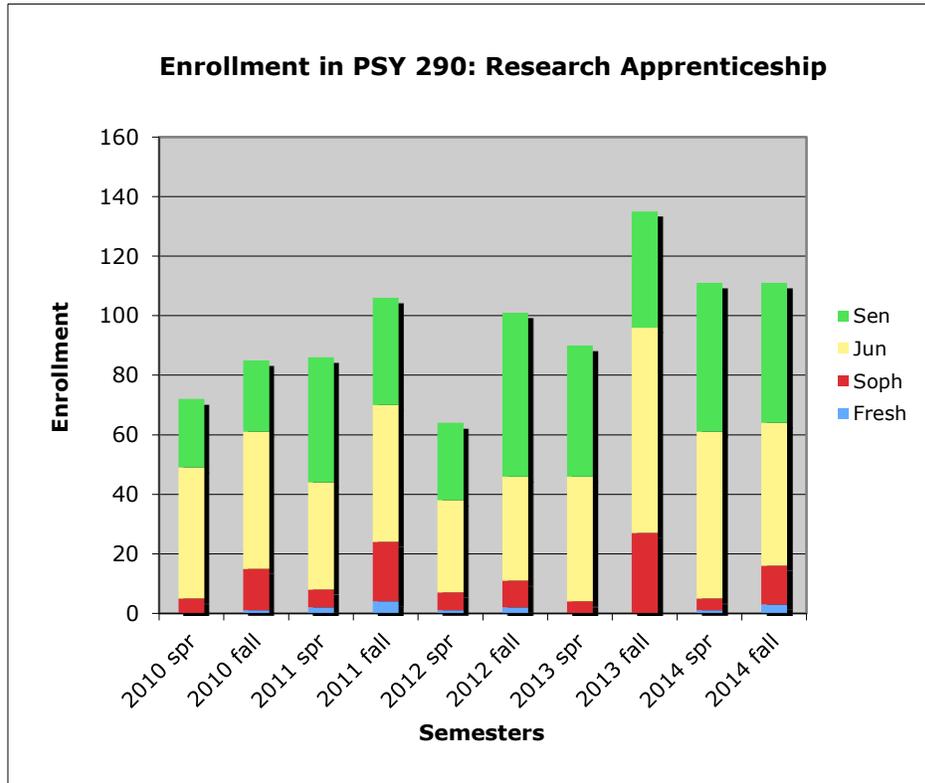
Data From *Academic Program Profiles—Undergraduate Program Measures*

As seen in Table 2, the department conferred 168 undergraduate degrees during the 2013-2014 academic year. This constitutes an increase of 20 students (8.8%) over the 2012-2013 academic year. This sharp increase reflects the eventual graduation of the extremely large enrollment numbers we experienced between 2011 and 2012. In addition, in the fall of 2014, 123 graduate students were enrolled in our graduate programs. The overall number of graduate degrees conferred during the 2013-2014 academic year was 34. Current enrollment and conferred-degree levels are consistent with trends over the past five years.

2. Teaching Related Accomplishments and Actions

Continued widespread involvement of undergraduates in the department's "Research Experiences" curriculum component. Integral to the Psychology major is meaningful engagement of undergraduates in the research process. Part of this is our required sequence of statistics, general methodology, and focused laboratory courses. Another part is the research and advanced research practica (PSY 290 and 390) in which many students enroll. In these practica, students work with faculty on research projects that are often directly connected to the faculty member's programs of original research. Enrollment in research practica (and the work and learning that goes on in them) is a primary reason that many students, as noted previously, are involved in research presentations at conferences and at ISU symposia. Figure 1 shows enrollment in undergraduate research practica over the last five years. It can be seen that undergraduate involvement at the front-lines of psychological research is a popular educational choice.

Figure 1: Undergraduate Psychology Research Experiences



As further evidence of the effectiveness of our student research experiences, 73 posters were presented by Department of Psychology students (graduate and undergraduates combined) at the Spring 2014 Illinois State University Research Symposium. These posters included 119 student authors and 25 different faculty advisors.

Interdisciplinary activities. Interdisciplinary inquiry is increasingly important in academia. Our interdisciplinary activities continued in 2014 through the Mind Project, the Multidisciplinary Center at the PSC, The Autism Place (TAP), and the Institute for Prospective Cognition (IPC). These organizations provide opportunities for faculty and students to interact intellectually outside of a traditional classroom setting.

Graduate student recruitment. Our recruiting efforts were supported with \$2,226 awarded by the Graduate School to our four graduate programs. These funds were used to host on-campus interviews with potential graduate students. While the School Psychology Doctoral and Specialist programs organize their own day for on-campus interviews, the masters programs pool their resources into a one-day “Interview Day” event. This event occurs late in February, and it has proven to be an essential aspect of our graduate admissions process as applicant numbers and applicant quality have increased over the past five years.

Graduate student support and presence in the department’s academic enterprises. Graduate assistants (GAs) are critical to the success of the department’s educational and scholarly academic missions. As teaching assistants, GAs provide the teaching support that makes it possible to offer large lecture classes as well as small methodology-focused courses. GAs provide assistance with assessment, classroom activities, and student contact, thereby freeing faculty time for both scholarship and high-quality teaching. As research assistants, GAs contribute to research productivity through data collection activities and eventually as veritable collaborators throughout the research process. The ability to offer financial assistance to graduate students also increases the department’s ability to attract academically strong students and to keep them involved in research and other academic activities. Accordingly, we continued to seek funding sufficient to support the number of GAs needed to maintain our programs of teaching and research at high levels. Table 3 displays GA funding over the past 5 years and as projected for FY16.

Table 3: Psychology GA and TW Funding for Six Years

	FY 11	FY 12	FY13	FY14	FY15	FY16*
Base GA funds	179,152	185,102	192,451	196,652	196,652	196,652
Other GA funds**	31,800	33,199	34,550	25,850	25,850	24,925
Work-Study funds	27,000	27,000	18,500	15,400	15,400	0
Total funds for GAs	234,558	245,301	245,501	242,291	237,902	221,577
Tuition Waiver funds	40,000	43,000	31,682	31,682	31,682	31,682
MS/SSP monthly	850	850	850	850	900	900
PhD initial monthly	1,100	1,100	1,100	1,100	1,200	1,200
PhD advanced monthly	1,250	1,250	1,250	1,250	1,350	1,350

*projected; **Gen Ed Lab Courses PSY 138 (\$14,850); Salary for Doctoral Student Teacher PSY 215 (\$6,075); Summer 14 Pilot Incentive Program (\$4,000)

In addition to the base budget, the department received \$14,850 from General Education that it placed in the GA fund. This amount is reflected in the “Other GA funds” row in Table 3.

B. Goal 2: Enhance Support for Faculty Research and Creative Activity (*Psychology/CAS Strategy 2/Educating Illinois Goal 2*)

1. Research Productivity

Table 4: Psychology Faculty Scholarly Productivity 2014

	Books	Edited Books	Textbooks	Journal Articles	Book Chapters	Conference presentations
Total	0	1	0	54	26	139
Products with Student Co-Authors	0	0	0	22	7	87
Products with International Co-Authors	0	0	0	4	0	2

In calendar year 2014, psychology faculty published 54 journal articles (versus 31 in 2013) and 26 book chapters (versus 20 in 2013). This corresponds to an impressive 2.29 publications per TT faculty member (versus 1.97 in 2013). In addition to publications, psychology TT faculty gave an impressive 139 presentations at

professional conferences (versus 114 in 2013). This corresponds to an average of 3.97 presentations per TT faculty member (versus 3.17 in 2013).

Several aspects of this high productivity can be highlighted. First, Psychology's productivity approached that of the modal "Research 1" institution, even in the absence of doctoral programs in any area of experimental psychology or clinical science. Second, perhaps most significant, our publications include many articles in the top-tier of journals. Between 2008 and now, these have included *Science* (with a citation index just over 30), *Psychological Inquiry* (with a citation index exceeding 8.0), *Brain and Behavioral Sciences*, *Journal of Experimental Psychology*, *Journal of Personality and Social Psychology*, *Law and Human Behavior*, and *Journal of Counseling Psychology*. Third, faculty members regularly publish manuscripts and give presentations with students and international co-authors. As can be seen in Table 4, of the 80 journal articles and book chapters published by department faculty, 29 were published with student co-authors. A complete listing of data for Items 1-11 on the **FY15 Budget and Planning Document** regarding Faculty Productivity can be found in the **FY15 Scholarship & Creative Activity Report Spreadsheet** that was submitted along with this annual report.

2. External Funding

The psychology faculty continued to secure external contracts and grants in FY14, with FY14 levels (\$2,474,439) being slightly lower than those of FY13 (\$2,822,957) and FY 12 (\$2,886,624). A good deal of the funding came from contracts with local schools and social-service agencies for graduate students to fill professional-level positions. A significant amount also came from government-funded program evaluation grants as well as training and service grants. Two of the larger grants that were active during FY14 are listed below:

- Dr. Brenda Huber, principal investigator, \$2,000,000 over five years from the Livingston County Children's Mental Health Foundation.
- Dr. Karla Doepke, co-principal investigator, \$207,114 from the Autism Project.

3. Institutional Recognition of Excellence in Teaching and Research

Having summarized productivity in mainly quantitative form, a more qualitative indicator of the quality of the department's teaching and research products should also be noted. In FY14, Dr. Cooper Cutting received the Outstanding College Service Award, and Dr. Alycia Hund received the Outstanding College Teaching Award.

4. Research Related Achievements and Actions

Faculty travel. A crucial form of support for research and scholarship is travel funds for faculty to present their work at professional meetings and to network and meet with colleagues working within their areas of interest. The department continued to place a high priority on providing travel money. The Department provides up to \$750

for a first conference trip and up to \$500 for a second one within an academic year. To qualify, the faculty member must be on the conference program. The amount available for one conference trip was increased by \$500 if it was an international conference that took place outside the United States. The availability of these travel funds no doubt contributed to the large number of conference presentations generated in the department this past year. As shown in Table 5, 87% of all eligible expenses were reimbursed.

Student travel. Supporting student presentations at professional conferences is pivotal to supporting faculty scholarly activity. During FY14, the department provided 21 students (versus 22 in FY13) with a total of \$4,200 (versus \$4,036 in FY13) in travel support. These funds were paid out of the department's foundation account.

Table 5: Psychology Faculty Travel Funding for Five Years

	FY10	FY11	FY12	FY13	FY14
Reimbursed expenses	\$44,489	\$47,406	\$29,923	\$39,615	\$44,484
Unreimbursed expenses	\$3,761	\$2,044	18,4120	\$3,140	\$7,136
Total travel expenses	\$48,250	49,450	\$48,342	\$42,754	\$53,620
Percent reimbursed	92%	96%	59%	93%	87%

Equipment and software. The department spent roughly \$500 on small equipment needs for laboratories and research programs. This included annual licenses for software such as Matlab and Presentation.

C. Goal 3: Increase the Visibility of Our Programs

(Psychology/CAS Strategy 4/Educating Illinois Goals 1, 3, and 5)

1. Speakers from Near and Far

Outside speakers increase the visibility of the department as a center of scholarship. In FY14 the Department of Psychology hosted 13 outside speakers. Five speakers gave presentations for the Cognitive and Behavioral Science sequence, and two gave presentations for the Social/Industrial-Organizational sequence. Three speakers presented brown bag sessions, and two external speakers were part of annual events (School Psychology Institute Day and Alumni Day). One of the remaining speakers gave a university-wide talk as part of the Institute for Prospective Cognition's continuing speaker series. The fall 2013 speaker was artist and educator Joel Bergner of the Action Ashè! Global Art & Social Action Initiative.

These speakers came to ISU from colleges and universities all over the United States. Among other sources of funding, the department used \$2908 of its Foundation account to support speakers during FY14.

2. Website Improvements

During academic year 2013-2014 and Fall 2014, several major developments regarding the web were stalled due to the departure of several key personnel from the university (Laura Fehr, Media Manager for the department of psychology and Sarah Walczynski of CAS-IT). Our new Media Manager has been developing expertise in using and managing SharePoint and SelectSurvey, and has been working with Mike Regilio and the web committee chair to restart a massive overhaul to our department website.

3. Faculty Editorial Service

Our faculty members serve as consulting editors, editorial board members, and associate editors of numerous scholarly journals. Dr. Steven Landau remains as editor-in-chief of *Communique*, the newsletter of the National Association of School Psychologists that reaches school psychologists nationwide. Five faculty members serve as associate editors for a total of six journals. In addition, 21 faculty members serve on editorial boards for 42 different journals. These include flagship journals such as *Journal of Counseling Psychology* (counseling psychology), *Journal of Child Development* (developmental psychology), *Journal of Applied Behavior Analysis* (behavioral psychology), *Personality and Social Psychology Bulletin* (social psychology), and *Psychological Inquiry* (theoretical and cross-area integration). In addition, nearly every TT faculty member served as a reviewer for at least one peer-review journal in 2014 (for most, it was many more than one). This rate of calling on our faculty for their expert appraisals of manuscripts is a very positive indication that the department is highly visible and held in high regard in the academy.

4. Faculty Professional Office-holding and Recognition

Psychology faculty members held several offices in professional societies during 2013-2014. Included among these are the following:

- Dr. Thomas Critchfield served on the Advisory Board of the Wing Institute for Evidence-Based Education.
- Dr. Alycia Hund served as the Conference Program Coordinator for the Midwestern Psychological Society (MPA).
- Dr. Steven Landau served as the Research Committee Chair for the National Association for School Psychologists (NASP).
- Dr. Adena Meyers served on the Research Committee for NASP.
- Dr. John Pryor served as President of the MPA.
- Dr. Kimberly Schneider served on the Conference Proposal Review Committee and the State Affairs Committee for SIOP.

D. Goal 4: Increase Engagement With the Local and State Communities

(Psychology/CAS Strategy 4/Educating Illinois Goals 1, and 5)

1. Psychological Services Center (PSC)

The Psychological Services Center (PSC), formally the Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents, provided supervised training experiences in assessment, intervention, and/or consultation through its five services this year. In total, 40 graduate students participated. Approximately 66% were specialist/doctoral school psychology students while 34% were enrolled in the clinical/counseling master's program. Five graduate assistants, two interns, and one post-doctoral fellow were funded through external contracts (Head Start, Livingston County Special Services Unit, OSF and Children's Home Association of Illinois). One additional graduate assistant was partially funded through College Learning Assessment Service (CLAS) fees. Trainees served as instructors for three courses in the department. A total of 143 children, adolescents, and adult clients were served on-site in addition to those through the contractual arrangements mentioned above.

2. Illinois School Psychology Internship Consortium (ISPIC)

Our other important community partnership continues to be the Illinois School Psychology Internship Consortium (ISPIC). Since its inception in 2002, the consortium has included four co-sponsors, which include ISU, Loyola University of Chicago, Northern Illinois University and The Chicago School of Professional Psychology. The consortium is centered and housed at ISU, and Dr. Brenda Huber is its director. ISPIC, the only accredited internship opportunity for school psychology doctoral students in Illinois, recruits and trains more than 20 interns per year in settings across central and northern Illinois. The program, which celebrated the launch of a cumulative 197 doctoral-level school psychologists this summer, is supported by contributions from all four institutions of higher education, several colleague institutions from across the U.S., the 18 partnering sites, donations from alumni, and a continuing professional development series for school-based practitioners.

3. Student Off-campus Professional Practice

For credit in PSY 398, 40 undergraduates had off-campus placements in FY14 and another 7 had such placements this past summer. Eleven second-year clinical-counseling graduate students completed 20 hour/week placements in FY14, with an additional six 1st-year clinical-counseling graduate students doing so. Placements were at facilities such as Chestnut Health Systems, Institute for Human Resources, Dewitt County Human Resource Center, PATH, and Project Oz. Our Coordinator of Clinical-Counseling and Careers Programs, Dr. Karen Mark, visits and maintains contacts with the many community agencies in which our students are placed.

4. The Autism Place (TAP)

During FY 14, The Autism Place remained an active training, service and research site. ISU TAP received an award of \$207,411 to continue providing training, direct service and research opportunities related to autism. Additionally we partnered with the local school district to provide adult job training opportunities for ten hours per week for several adults. During this fiscal year, 10 half-time GA's were funded, as well as partial funding for a doctoral intern. In addition, over 25 graduate students in psychology and 8 graduate students in speech and language therapy obtained research and service experience through TAP. At the undergraduate level, approximately 60 psychology students, 30 nursing students, and 20 education students obtained research/service experience through TAP. Services were provided to over 150 children and young adults with autism and their families in the local community.

5. TEACHER+PLUS

This \$24 million dollar grant, in partnership with the Chicago Public Schools, is designed to train ISU students to work in under-served public school and community settings. As the Assistant Director of the project, Dr. Creasey is responsible for training faculty to redesign their undergraduate courses to assume an urban focus and facilitate the ability of ISU students to effectively work in under-served communities. Most critically, ISU graduates will be tracked into their professional occupations to determine if their undergraduate training has had a sustained influence on the academic and social-emotional outcomes of the individuals they work with as well as their own career development.

6. State Professional Development Grant

This \$600,000 contract is an evaluation of the State's implementation of Response to Intervention. Specifically, the focus is on the development of empirically sound instruments, data collection, analysis and reporting capabilities aimed at monitoring the improvement of implementation of RTI in the state of Illinois through a theoretically sound approach of professional development coaching. As Co-PI on the contract, Dr. Cates is responsible for coordinating evaluation efforts across Institutes of Higher Education, the RTI Network, Regional Offices of Education, and school districts. The project currently funds 2 Graduate Assistants, partially funds four faculty and is expected to continue through 2015.

7. Livingston County Children's Network

The Livingston County Children's Network, developed in 2010, under the leadership of Dr. Brenda Huber, secured an additional \$300,000 and 12 months to continue implementing its comprehensive and creative plan to address the social, emotional, behavioral, developmental, and mental health needs of approximately 10,000 children and adolescents in this rural community. This latest award brings the total investment of the Illinois Children's Healthcare Foundation to \$2.6 million dollars. The model, which

will ensure that all children receive at the earliest point, prevention, early intervention, and treatment, will be thoroughly documented and serve as a blueprint for other rural communities with similar needs. Drs. Adena Meyers and Renee Tobin are conducting the program evaluation with the help of 7-10 graduate and undergraduate students.

8. Other Activity

The School Psychology program continues to have a community advisory board with representatives of all stake-holders including parents, school district and private school personnel, current students, school psychologists, social workers, general and special education teachers, and related service personnel such as speech and physical therapists. Its faculty members serve on two community boards (Babyfold and McLean County Autism Society), consult with local school districts, and serve in leadership positions in professional school psychology organizations. Continuing partnerships include Dr. Karla Doepke's grants from the Autism Project and the Unit Five Schools. Drs. Adena Meyers and Mark Swerdlik have a partnership with Heartland Head Start. Dr. Gary Cates serves as the primary evaluator for the ISBE funded state-wide RTI Network and IHE grant and Dr. Mark Swerdlik works with the IHE grant as the ISU Technical Assistance Co-ordinator.

E. Goal 5: Enhance the Department's Facilities

(Psychology/CAS Strategy 2/Educating Illinois Goals 1, 3, and 5)

1. Computer Replacements and Related Equipment

In FY14 the Department of Psychology purchased four Dell computers with monitors, three for faculty and one for a staff member (\$2,758.00). The department also purchased seven iMac (\$8,743), six for faculty, and one for the chair, and a large screen monitor for one staff member (\$299.00).

F. Goal 6: Enhance the Department's Social Climate

(Psychology/CAS Strategy 1 and 4/Educating Illinois Goal 5)

1. Alumni Relations

We reached out to our larger community with our alumni webpage, our annual newsletter, the *Psy News* (mailed to all alumni and posted on our website), and our Annual Alumni Recognition Day, held in the fall during homecoming. We again honored two alumni, one for career achievement and one for early-career achievement. Dr. Audrey Grupe presented her fellowship to this year's new fellow. A panel of School Psychology Alumni presented career information to students.

In addition to the annual events, the department held an Alumni Day dinner at Biaggi's. Foundation funds were used to pay the dinner expenses of award winners, emeritus faculty, and School Psychology external supervisors. Over 80 people attended, including the Dean of Arts and Sciences, Dr. Gregory Simpson, and the Assistant Vice President

for Academic Administration, Dr. Sam Catanzaro. This was our fifth annual Alumni Day Dinner, and it was, as it has always been, extremely successful. Many participants comment on how much they enjoy the opportunity to visit with friends and alums, as well as the program updates that are presented during the dinner. Though correlation does not imply causation, the Department of Psychology's Foundation Account has increased significantly since we began holding these dinners.

For the holidays, the department mailed wall and pocket calendars to department donors.

II. Internal Reallocations and Reorganizations in FY14

A. Describe Reallocations and Reorganizations

There were no reallocations or reorganizations in the FY14 department budget.

B. Departmental Use of Additional Funds

What follows is a listing and description of the funding categories listed in Item 1.2.b of the CAS FY15 Planning Process document.

1. Enhancement Dollars

In FY14, Provost Enhancement dollars (\$6,250) matched a Strategic Budgeted carryover from FY13 in order to fund an upgrade of the audio-visual recording equipment in the Psychological Services Center. This upgrade was necessary as a function of the recent APA accreditation process. The upgrade is now complete. Expenses included the following: Axis Camera Hardware (\$6352.85), an internal hard drive (\$940.07), software to run the equipment (\$2,017.50), and wire installation (\$3,960).

Also in FY14, Provost Enhancement dollars (\$1,250) matched another Strategic Budgeted Carryover from FY13 in order to fund a facilities upgrade at the Psychological Services Center (e.g., new furniture, shelves, and carpets). This upgrade was necessary because of the recent APA accreditation process. These upgrades are complete, and the total spent was \$2,974.77.

Finally, in FY14 the College of Arts and Science (\$10,000) matched another Strategic Budgeted carryover from FY13 to fund the recapitalization of the Department of Psychology's 32 classroom computers in DeGarmo 13. The total cost of the recapitalization was \$21,094.40. In addition, the college matched a \$2,000 donation to the department to help fund the Sommer Cube project. The total budget of \$4,000 went to pay for materials and labor involved in constructing the 30 cubes. The cubes are now complete. We are currently in the process of working with the patent holder to finalize the construction process.

2. Summer Session Funding

The FY14 Summer Session Funding was \$65,015. This was used to fund 11 courses. Undergraduate courses included those heavily enrolled by Education majors (i.e., Educational Psychology and Developmental Psychology), as well as high-demand psychology courses (e.g., Psychopathology, and Research Methods in Psychology). Graduate courses include those that are offered every summer to our Clinical-Counseling graduate students so that they are able to complete their graduate program in two years (i.e., Substance Abuse Counseling and Advanced Behavior Modification). We also offered on-line sections of PSY 138, 215, and 302.

3. External Funding

The psychology faculty continued to secure external contracts and grants in FY14, with FY14 levels (\$2,474,439) being slightly lower than those of FY13 (\$2,822,957) and FY 12 (\$2,886,624). A good deal of the funding came from contracts with local schools and social-service agencies for graduate students to fill professional-level positions. A significant amount also came from government-funded program evaluation grants as well as training and service grants. Two of the larger grants that were active during FY14 are listed below:

- Dr. Brenda Huber, principal investigator, \$2,000,000 over five years from the Livingston County Children's Mental Health Foundation.
- Dr. Karla Doepke, co-principal investigator, \$207,114 from the Autism Project.

4. Foundation Funds

In FY14, the Department of Psychology spent \$17,071.58 of Foundation funds. This includes \$2,908 spent on 13 external speakers throughout the academic year. The faculty is committed to inviting external speakers, both because it enhances the intellectual atmosphere of the department and because it affords our graduate students the opportunity to meet potential PhD mentors. Foundation funds were also spent on Alumni Day (\$2,445.86). This money went toward travel expenses for award-winning alumni, plaques for the awardees, and a dinner celebration at Biaggi's. Over 80 people attended the dinner. Foundation funds were used to support the annual School Psychology Institute (\$1,548.70). These funds were used to cover the invited speaker's honorarium and travel expenses. An additional \$950 was distributed in student awards, \$252.33 was spent on ancillary alumni events, \$522.61 was spent on newsletter postage, \$890.92 on faculty recruitment, \$4,200 on student travel to conferences, and \$2,000 on construction of the Sommer Cube, a collaborative project between the Department of Psychology, the College of Applied Science and Technology, the College of Arts and Sciences, and the Children's Discovery Museum.

6. Variance Dollars

In FY14, the Department of Psychology had \$25,296 in personnel variance due to the loss of a staff member. We returned \$5,000 of this variance to the college. We spent \$10,000 on independent study supervision stipends to 20 faculty who worked with thesis and dissertation students over the summer. The remaining \$10,296 was transferred to the operating budget and was distributed toward faculty travel, conference registration fees, and dues memberships to professional organizations.

FY16 Planning Document

The following lists the Department of Psychology's FY16 objectives in order of priority. Subsequent sections will list these objectives in the order stated in the CAS outline.

I. Major Objectives for FY16 (Item 2.1 from CAS outline)

1. Three tenure-track faculty positions

(Psychology/CAS Strategies 1 and 2 /Educating Illinois Goals 2 and 5)

2. Research enhancement equipment

(Psychology/CAS Strategy 1/Educating Illinois Goal 2)

3. Associate Chair summer stipend

(Psychology/CAS Strategies 1 and 2/Educating Illinois 1, 3, and 5)

4. Additional GA funding for doctoral program

(Psychology/CAS Strategy 1/Educating Illinois Goal 2)

5. Increase stipend for master's level graduate students

(Psychology/CAS Strategies 1 and 2/Educating Illinois Goal 2)

6. Establish a teaching fellowship for the School Psychology Doctoral Program

(Psychology/CAS Strategy 1, 2, and 3/Educating Illinois Goal 2)

7. ISPIC operating funds

(Psychology/CAS Strategies 1, 3, and 4/Educating Illinois Goals 1 and 2)

8. The Autism Place (TAP) Post-doctoral Fellowship

(Psychology/CAS Strategies 1, 2, 3, and 4/Educating Illinois Goals 1 and 2)

9. Quarter-time NTT Internship Supervisor

(Psychology/CAS Strategies 1 and 4 /Educating Illinois Goals 1, 4, and 5)

II. Permanent Funding Requests

1. Three Tenure Track Faculty

In spring of 2014, two clinical-counseling faculty unexpectedly retired. Hiring two replacement faculty members is essential to the coverage of courses in the undergraduate and graduate curriculum. Clinical-Counseling faculty play an important role in the undergraduate curriculum, often teaching introductory level courses such as PSY 138 (Reasoning in Psychology in Statistics), PSY 331 (Laboratory in Research Methods for Psychology), and PSY 350 (Psychopathology), which often has 80 students or more. In addition, we anticipate the state government will soon require 60 graduate hours versus the current 48 in order for graduates of our Clinical-Counseling masters program to qualify for licensure. Twelve CCP students are admitted each year – thus, in a given year, 24 1st- and 2nd-year students are enrolled on campus. (Each year a few 2nd-year+ CCP students complete research projects under faculty supervision while working away from campus.) With our current CCP faculty FTE of 4 (not including the AP coordinator), the FTE/student ratio is lower in CCP compared to other graduate Psychology programs and sequences. Two CCP hires would enhance resources for our program. In the Department of Psychology Strategic Plan (2011-2016), Action Strategy 1 states the following: “Maintain the balance of enrollment, instructional capacity (i.e., faculty lines and GA funding), and support services needed to provide high-quality education through work with university offices: College, Provost, and EMAS (Undergraduate Administrative Team).” Given the diversity of courses Clinical-Counseling faculty regularly teach at the undergraduate and graduate level, hiring two more to replace our recent retirements would do much to help the department fulfilling its above-stated mission.

In addition to two Clinical-Counseling faculty, the department requests a third tenure-track position in the area of developmental-quantitative psychology. At present the department has a single faculty member with primary training in quantitative psychology. Our department has a quantitatively focused curriculum at both the undergraduate and graduate level, and these courses are often oversubscribed due to our inability to offer them only once a year. In addition, if we hire a quantitative psychologist who has an emphasis in developmental research, we will be able to alleviate course-demand pressure in our quantitative curriculum, while simultaneously offering smaller sections of courses such as PSY 302 (Adolescent Psychology), which often have enrollments of over 250. In the Department of Psychology Strategic Plan (2011-2016), Action Strategy 1 states the following: “Maintain the balance of enrollment, instructional capacity (i.e., faculty lines and GA funding), and support services needed to provide high-quality education through work with university offices: College, Provost, and EMAS (Undergraduate Administrative Team).” Given the diversity of courses a developmental-quantitative faculty member could teach at the undergraduate and graduate level, hiring such a person would do much to help the department fulfilling its above-stated mission.

2. Research enhancement equipment*(Psychology/CAS Strategy 1/Educating Illinois Goal 2)*

Over the past five years, the department has reliably spent between \$500 and \$1,500 per year on software of various kinds that help faculty be more productive in their research endeavors. Examples include data analysis software such as R and MatLab, or stimulus presentation software such as Presentation or SuperLab. Faculty also regularly request equipment that allows them to generate audio-visual recordings of participants in research laboratory settings. The purpose of this strategic budget carryover is to make \$10,000 available during FY1 for faculty to expand their research productivity even further. For example, this money would allow faculty to purchase site licenses for more than just one computer, therefore allowing them to collect more data than possible with just one license. The department Resources Committee will oversee the application, evaluation, and prioritization process in the fall of 2016. In calendar year 2014, psychology faculty published 54 journal articles (versus 31 in 2013) and 26 book chapters (versus 20 in 2013). This corresponds to an impressive 2.29 publications per TT faculty member (versus 1.97 in 2013). In addition to publications, psychology TT faculty gave an impressive 139 presentations at professional conferences (versus 114 in 2013). This corresponds to an average of 3.97 presentations per TT faculty member (versus 3.17 in 2013). Clearly, the faculty members of the Department of Psychology are extremely productive. The funds requested through this strategic budget carryover will help them increase their productivity, includes research with students, even more. In subsequent years, from for our PIP agency account will be used to help sustain the purchases made through this proposal.

3. Additional GA funding for doctoral program: \$20,000 (Permanent)*(Psychology/CAS Strategy 1/Educating Illinois Goal 2)*

Beginning with our budget submission for FY04, we have been seeking reinstatement of lost GA funds to be targeted to doctoral students. Every year we lose the top doctoral applicants to other schools that offer more than twice what we do in GA stipends. We would like to award full-time GA positions to four of our eight incoming doctoral students, those judged to have the strongest research promise, thus increasing their funding from \$6,750 to \$12,150. We propose to make this same request for the next three years, so that we will be able to provide four years of full-time funding to four students.

4. Associate Chair: ½ -month salary: \$3,500 (Permanent)*(Psychology/CAS Strategies 1 and 2/Educating Illinois 1, 3, and 5)*

This is an upgrade of the quarter-time Undergraduate Coordinator position to a half-time position with a larger summer stipend. It draws more administrative support from the faculty to replace the administrative support that was lost when Dr. Karen Mark took on the quarter-time position as Coordinator of the Clinical-Counseling Psychology program, and gave up her role as Assistant to the Chair. Transferring more administrative work to this position has enabled the Chair to maintain scholarly activity.

The department currently pays for 1/2-month salary during the summer for the Associate Chair from the department's summer budget. We request this amount be added to our permanent budget so that we can afford to hire the Associate Chair for an entire month during the summer.

5. Increase the stipend for master's level graduate assistants: \$20,000 (Permanent)
(*Psychology/CAS Strategies 1 and 2/Educating Illinois Goal 2*)

The department requests sufficient GA funding to annually support 55 half-GAs. As has been noted, graduate assistants are essential in carrying out the department's educational and scholarly academic missions. The rationale for this specific request is centered mainly in the crucial role that GAs have in insuring excellence and productivity in the department's teaching and scholarly research. As teaching assistants, GAs facilitate the teaching of large lecture classes as well as small methodology-focused courses, and their help frees faculty time for both scholarship and high-quality teaching. As research assistants, GAs run labs and contribute to research programs in ways that greatly enhance productivity. The department needs 55 GAs based on the following principles:

(a) To operate effectively and fairly, a psychology department with graduate programs and an expectation that faculty members be research-productive within a 25% research commitment by TT faculty, *all* TT faculty members should be provided with at least 10 hours/wk of GA assistance. Psychology has 34 TT faculty members (including the chair, who is expected to maintain his research program).

(b) There are a number of courses that absolutely require GA support. These include several statistics and methods courses that have lab sections, as well as two psychodiagnostics courses. The department already assigns 11 half-GAs to these classes. Also included should be our 300-student classes of PSY 110, each of which requires 5 GA hours/week. Providing these GA hours adds another 3 GAs. Finally, 3 GAs are needed to serve in tech support roles in the department's computer lab and for the department in general. Adding these GAs to those committed to individual faculty members brings the total to 55.

Half-time GA support for 55 students is calculated to cost \$237,902, based on current stipend amounts. MA students earn \$450/month or \$575/month if they are lab-course TAs; 1st and 2nd year doctoral students earn \$600/mo or \$625/mo if they are psychodiagnostics course TAs; 3rd year and beyond doctoral students earn \$650/mo or \$675 if they are psychodiagnostics course TAs. We have experienced a significant decrease in Federal Work Study funds (i.e., from \$27,000 in FY12 to \$18,500 in FY13 to \$15,400 in FY14, to \$15,400 in FY15, and now, to \$0 in FY16). Accordingly, Psychology requests \$20,000 annually in additional GA funds to bridge the anticipated shortage.

6. Establish a teaching fellowship for the School Psychology Doctoral Program \$10,800 (Permanent)

(Psychology/CAS Strategy 1, 2, and 3/Educating Illinois Goal 2)

The department regularly employs (with instructional variance money) an advanced doctoral student to teach one small section of PSY 215: Educational Psychology each semester, with a slightly larger class size occurring in the spring semester after the student has gained experience during the fall semester. This has helped with the high demand for this teacher education service course. It also has been helpful to the students teaching the courses, who have been interested in pursuing an academic career. They have received valuable teaching experience, and can present a teaching record when they enter the job market. If the experience were part of a competitive teaching fellowship, more benefits would accrue. Having an official fellowship on their vita would enhance the student's attractiveness to academic employers. The potential availability of the fellowship would also make our doctoral program more attractive to applicants. A teaching fellowship would signal that academic training is a significant part of our doctoral program. The initial establishment and success of a teaching fellowship program would facilitate drawing other financial support for it, from a donor who might endow a named teaching fellowship, and from the College of Education (from whom support will be sought once the College approves and commits to the fellowship proposal). If the fellowship funding were approved, AIF requests for NTT teaching would be decreased correspondingly. In addition, the procurement of these permanent funds would offset the need for a new tenure track position in developmental psychology. Without such funds, we will need an additional TT developmental psychologist in order to offer the number of sections necessary to teach our teacher education service courses.

7. ISPIC operating funds: \$8,000 (annual soft money match)

(Psychology/CAS Strategies 1, 3, and 4/Educating Illinois Goals 1 and 2)

The Illinois School Psychology Internship Consortium (ISPIC) includes four university co-sponsors, including ISU along with Loyola University of Chicago, National Louis University, and Northern Illinois University. The consortium is centered and housed at ISU, and Dr. Brenda Huber is its director. ISPIC, the only accredited internship opportunity for school psychology doctoral students in Illinois, recruits and trains 20 interns per year in settings across central and northern Illinois. The program recently celebrated its 10th anniversary. It is supported by contributions from all four universities, the 17 partnering sites, donations from alumni, and a continuing professional development series for school-based practitioners. As noted above, ISPIC is entirely funded on soft-money – annual support from universities and intern sites. The \$8,000 requested here will protect the monetary commitment that ISU and the other participating schools made for annual support at the inception of ISPIC, and provide operating funds necessary to continue to maintain the program and keep it centered at ISU. The plan is for the college to commit to contributing \$8,000 to ISPIC's annual operating budget every year that the ISPIC Director is able to procure financial sponsorship amounting to at least \$24,000 from other universities.

8. NTT Internship Supervisor: \$8,172 (Permanent)

(Psychology/CAS Strategies 1 and 4 /Educating Illinois Goals 1, 4, and 5)

Most interns are in the Chicago area schools, so it is much more efficient and incurs lower travel expenses to hire a quarter-time supervisor from that area. Relying exclusively on full-time faculty members for this time-consuming activity undercuts the research productivity of the faculty in our doctoral program.