



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university

2016

Budget Planning Document

**Department Of
Sociology and
Anthropology**

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ISU/CAS/SOA

1. INTRODUCTORY NARRATIVE. The Department of Sociology and Anthropology (SOA) at ISU is a large, diverse and vibrant academic unit that provides a strong program of research scholarship, teaching/mentoring, and service at the department level, as well as to the College of Arts and Sciences, to the University as a whole, to the academic disciplines represented in the department, and to the community. A successful department is the result of many things, including the attraction and maintenance of a world-class faculty, the attraction and retention of an excellent student body, and the support from the college and university that make the previous two factors possible. The Department of Sociology and Anthropology strives for excellence in all its endeavors and sincerely appreciates the support it receives. Below we discuss how funds provided by CAS and the Provost's Office were utilized to further the mission of the department and university during FY 2015. Also detailed are our stewardship of other resources at our disposal and the results of that stewardship. Where appropriate, items discussed in this proposal are discussed in terms of *Educating Illinois 2013-2018*, the *College of Arts and Sciences Strategic Plan 2010-2015*, and the *SOA Strategic Plan 2011-2016*. SOA realizes that budget decisions are complicated and that many varied factors must be brought to bear on final financial decisions. Here we make requests for additional resources that will help this department move even farther forward. SOA makes these requests within a context of sincere appreciation for the resources it has received in the past and the hope that the college and university will see fit to make further investments in a well-balanced, student-focused department.

1.1 ACCOMPLISHMENTS AND PRODUCTIVITY FOR FY 2015

a. Status of Goals Established for FY 2015

1. Program Review. During FY 2015, SOA conducted a self-study and prepared a Program Review Report for three of our four programs: undergraduate anthropology, undergraduate sociology, and graduate sociology. The graduate anthropology program commences in fall of 2014 and this is not covered by this program review. The graduate program in archaeology was decommissioned at the end of academic year 2013-2014. Thus, no program review is required.

Rationale. *Educating Illinois 2013-2018* specifically calls for us to assure we are using best practices to educate and prepare our students for the competitive world (Goal 1, Strategies 2-4; Goal 2, Strategy 2; Goal 3, Strategy 4). An assessment of our programs clearly meets those callings. These same issues apply to the CAS Strategic Plan 2010-2015, particularly Strategic Focus 1, and SOA Strategic Plan Goals 1-4.

2. Implement Anthropology Master's Degree Program. The Anthropology Program successfully admitted 10 new students in the Fall of 2014 and 4 of the new students were cultural anthropologists. Now all eight faculty are participating in the graduate program and all eight are serving as the chair of graduate committees.

Rationale. Having a strong, academically sound sociology and anthropology curriculum is the core *Educating Illinois 2013-2018's* Core Values focusing on the pursuit of learning and scholarship as well as diversity and individual attention. Specifically this program resonates with Goal 1-3. It also related to Strategy 5 in that a more complete anthropology graduate program serves students otherwise not met at ISU. Because of the quality of ISU anthropologist and the previous program's (archaeology) track record, the expanded master's in anthropology is sure to aid in recruitment of excellent students (Strategy 1). This also applies to Goal 2, Strategies 1-3 as the program will facilitate increased research abilities and attract high quality faculty who want to work with graduate students. As many anthropologists work outside the US, this program will promote Strategy 5 as well. With regard to the CAS Strategic Plan, this curricular discussion particularly related to Strategic Focus 1, Goals 1.1, 1.3, and 1.4 because of the expanding of learning opportunities and opportunities for research at all levels this program provides. It also speaks to Goals 1, 2 and 5 of the SOA Strategic Plan 2011-2016.

3. Maintenance of Departmental Research Productivity and Enhancement of Grantsmanship.

SOA maintained its research productivity in terms of journal articles and book chapters to a strong level in 2014. Although we understand that there will be some variability, article production at a rate of 25 and above is our base-line goal, and in 2014 we had 34 peer-reviewed journal articles and book chapters. This is a slight decline from last year but still above our goal. The department needs to maintain this level of productivity and work to increase grant submissions. It is recognized that social science funding is particularly difficult in this economic climate, but changes in our ASPT Guidelines to reward external grant applications should help to encourage effort. A total of ten external grants were submitted by SOA proper for FY 2014 for a total of \$542,103. Four awards were funded for a total of \$17,802. . It must be noted that some grant funding that would ordinarily be credited to SOA is credited to the Stevenson Center. This department understands this and supports the Stevenson Center unconditionally.

Rationale. This goal specifically addresses *Educating Illinois 2013-2018* Goal 2 (Strategies 1-4) and Goal 3. Increased research visibility will enhance the scholarly profile of ISU in general and in our disciplines in particular. Enhanced visibility and scholarly standing will, in turn, enhance the pride in our programs by faculty, students, alumni and the community. The CAS Strategic Plan 2010-2015 emphasizes the importance of academic excellence and visibility (Strategic Foci 1 and 4). The key to this is the academic reputation and national/international visibility of our faculty. A second key is the enhanced research engagement of our students. This department's emphasis on increasing research applies to each of these keys and Strategies. The maintenance of high productivity also meets Goal 5 and especially Goal 1 of the SOA Strategic Plan 2011-2016.

b. Major Accomplishments for Goals

1. Program Review

As discussed above, three of our programs underwent self-study and program review. The Department of Sociology and Anthropology combines two disciplines, sociology and anthropology, which are normally housed in separate academic departments. The faculty and staff of this unit are dedicated to making this combined department work effectively and to providing the best possible educational program for students in both majors, as well as for students taking sociology/anthropology classes for general education or other purposes. During the period under review here sociology/anthropology was consistently ranked in the top two College of Arts and Sciences departments in terms of student credit hour production per tenure-track FTE. These data demonstrate that the department makes exceptionally good use of its tenure-track faculty in delivering instruction. The departmental focus is strongly centered on undergraduates, but faculty members also teach in our graduate programs and maintain significant research careers in their disciplines and sub-disciplines. Several faculty members are particularly prominent in their specific disciplines. One reflection of this is that two sociology/anthropology faculty members were named Distinguished Professors and one was named a University Professor during the period of this review. Both professorships recognize excellence in both research and teaching. Furthermore, 26 other College, University, or national awards were received by members of the faculty for scholarship, teaching, or service. We believe that the department's commitment to balanced excellence in teaching and research is a prime example of the approach that has made Illinois State a premier institution of higher learning regionally and nationally.

2. Expanded Anthropology Masters

The general anthropology master's degree application was approved by all appropriate levels at ISU and by the Board of Trustees in 2014 and we admitted our first cohort in the new program. With the addition of another line in cultural anthropology our graduate program includes all four field of anthropology.

3. Increased Scholarly Productivity

SOA has worked hard to increase its research profile, particularly in the area of peer-reviewed publications and grants. SOA already excels in providing high quality classes with a high degree of centrality (see below), but in the previous three years scholarly productivity has increased. For 2014, scholarly productivity, in terms of peer-reviewed journal articles and chapters, was a bit lower than 2013 but still above our goal of 25 per year. Department faculty also submitted 10 proposals for outside funding and four

were funded. The department was also successful in increasing income from grants and contracts.

c. Scholarly Productivity

1. **Books.** None
2. **Edited Volumes.** SOA faculty members edited one book in 2014 (Hunter, Gina, and Nancy Abelmann, Guest Editors. Special Issue of Learning and Teaching: The International Journal of Higher Education in the Social Sciences. Vol 6 (3). Berghahn Press)
3. **Textbooks.** No textbooks were published during this year.
4. **Published Art in Edited Books.** None.
5. **Journal Articles.** SOA faculty published 23 peer-reviewed articles in journals and two peer-reviewed abstracts. Three articles were published with international collaborators. Three articles have student co-authors.
6. **Chapters.** Eleven peer-reviewed book chapters were published by SOA faculty members.
7. **Peer-Reviewed Creative Efforts.** None.
8. **Presentations at National/Regional Meetings.** In total, SOA faculty presented 35 papers at national/regional meetings, 16 of which had student co-authors and one had an international co-author.
9. **Presentations at International Meetings.** Sixteen papers were presented at international meeting by SOA faculty. One was presented with an international co-author.
10. **Journal Editors, Book Series Editors, Journal Editorial Boards.** Three SOA faculty members serve as editors of journals (*Journal of Archaeological Method and Theory*; *Pan-Japan: Journal of the Japanese Diaspora*); nine serve on the editorial boards of 14 journals (one is an academic editor for *PLoS One – Public Library of Science*); one is editor of a book series (*Foundations of Archaeological Method and Theory*). A number of faculty also serve on editorial boards for journals that include *Social Problems* and *Teaching Sociology*.
11. **Academically-Based Public Lectures, Interviews and Community Presentations.** SOA faculty members made 15 academic-based public lectures/presentations and gave 10 interviews on academic subjects during 2014.
12. **Student Exchanges and Study Abroad Programs.** This department established no new study abroad programs during FY 2014. Apart from the Brazil Ethnographic Field School (last offered in FY 2012) and Peace Corps service through the Stevenson Center for Community and Economic Development, there are no formal foreign study/experience programs hosted by SOA

d. Measures of Productivity

1. **Strong Contributions to Teaching.** As in previous years, the Department of Sociology and Anthropology maintained its strong contribution to providing classes for a large number of ISU students. In calendar year 2014, SOA produced 21,124 student credit

hours, which is about the same as the 21,641 in 2013. Additionally, SOA provided 3,945 seats for General Education in 2014, which is a 400 seat increase from 2013. It is clear that SOA provides a large number of seats for students, produces a large number of credit hours per FTE, and does so in a very economical manner.

- 2. Graduate Programs.** Both the sociology and archaeology master's programs increased graduates from the previous year. In 2014 five sociology and eleven archaeology (anthropology) master's degrees were awarded. Ten per year in anthropology is our goal, and we would like to have sociology get to 10 graduates per year as well. We have taken steps to change our admission requirements to remove impediments to enrollment. However, the quality of SOA graduate programs is reflected by the fact that graduates have, over the past three years, been admitted into Ph.D. programs at the Universities of Tennessee, Arkansas, Wisconsin-Milwaukee, North Carolina-Chapel Hill, Albany, Kansas, Illinois – Champaign/Urbana, Illinois-Chicago, and Iowa; as well as Michigan State, SIU, Binghamton, Purdue, Vanderbilt, Cal-Irvine, UCLA, Tulane and Indiana. We also continue to attract students from strong undergraduate schools including: University of Michigan, University of Georgia, University of Illinois, University of Tennessee, College of Charleston, University of New Mexico, Radford University, University of Northern Iowa, University of Virginia and several others.
- 3. Faculty Research and Recognitions.** Raising the department's research profile is a major goal for SOA. The most recent data available assembled for scholarly productivity (see above) shows that SOA has met its goals of scholarly production. This past year, Fred Smith received the William King Medal and a Distinguished Faculty Award from Northern Illinois University.
- 4. Faculty Mentoring.** SOA is the only department in CAS where every senior does an original research project as a part of a capstone experience. This experience involves the instructor for the capstone course and faculty mentors that share more closely the students research interests. This requirement is one thing that reduces our major counts in both programs and requires a significant amount of faculty input. According to the 2014 data, SOA has 391 undergraduate majors, 63 anthropology and 328 sociology, which is an increase from 2013. In 2014 we conferred 119 academic degrees (20 anthropology and 99 sociology), which is also an increase. Overall, this is SOA's highest numbers in both areas over the past five years. We also had 326 minors in 2014, again our highest total over the past five years.
- 5. Assistantships.** Every graduate program needs GAs. We have been fortunate that CAS has provided additional GAs to support our expanded anthropology master's program. However, we have been entrepreneurial as well, securing two assistantships from off campus (one from the Illinois State Museum and one from the Illinois State Archaeological Survey), one from an external grant, and several from grants administered through the Stevenson Center. These institutions would not be willing to

invest in our students if we were not producing students that meet the needs for trained archaeologists and sociologists.

1.2 INTERNAL REALLOCATION AND REORGANIZATION IN FY 2014 NOT YET UPDATED

a. **Reallocations of Positions or Funds.** SOA did not reallocate any positions internally, nor did we make changes in organization of any aspect of the department. Some funds were reallocated as describe in 1.2.b. below.

b. Use of Additional Funding

- **Provost or CAS Enhancement Funds.** None.
- **Strategic Budget Carry Over.** Last year SOA requested and received a Strategic Budget Carryover for \$15,000. These are being used to fund NTT teaching for classes necessitated by the December 2013 retirement of an archaeologist.
- **Variance.** These funds are being used this year to support a number of important things for the department in FY 2015. First, \$25,000 was utilized to cover summer compensation for program coordinators, whose services are vital over the summer. Second, \$10,500 was reallocated to the support of summer field schools in archaeology. Third \$39,638 was utilized for instruction above what was covered by IC requests. Additionally, \$6,000 was used to support faculty hiring; \$10,000 was used to augment faculty travel; and \$9,000 was used to offer study abroad scholarships. Please note that the department covered all of its unexpected teaching expenses without outside assistance and expects to return the unused variance to CAS Dean's Office.
- **Tech Tuition Funds.** None.
- **Summer School Funding.** Because of this department's large number of transfer students, we must have some sociology core and elective classes available during the summer. In FY 2014, SOA is receiving \$28,750 which allows us to offer three sociology core classes (Sociology 106, 271, 275), one popular general education classes (Sociology 108), one popular sociology elective (SOC 260 and 365) and a class necessary for the Stevenson Center. In addition, \$11,000 of base funding from CAS (supplemented by variance dollars) allows the operation of two anthropology field schools this summer (Qualla Indian Boundary, NC; Dickson Mounds Museum, IL). An anthropology general education and major required course, ANT 102 (Human Origins), is being paid for using SOA variance funds.
- **External Grants.** During FY 2015, \$17,802 of external grant funding supported the Grand Island Archaeological Field School, the Nippersink Watershed study, and the Greene Co. Tennessee field school. These funds covered equipment, supplies and analysis costs. External grants from the Illinois State Museum and Illinois Archaeological Service funded two graduate students in our archaeology master's program. Finally, grants administrated through the Stevenson Center for Economic Development fund

supported second year graduate students serving in the Peace Corps or other off-campus outlets. In addition, support for returning Peace Corps volunteers made available.

- **Foundation** SOA Excellence and Scott Elliott Endowment funds were used in FY 2015 to promote several activities critical to our mission. First of all \$3,678 was dispersed as undergraduate scholarship funding or to support undergraduate and graduate student travel to present research at regional or national professional meetings.
- **External Contracts.** None.

1.3 ACCOUNTABILITY REPORTS

- a. **Instructional Capacity Accountability Report.** To be filed on July 1, 2015.
- b. **Supplemental Travel for Field Supervision Accountability Report.** SOA receives no funds for this.

2.1 MAJOR OBJECTIVES FOR FY 2015

1. Maintenance of Departmental Research Productivity and Enhancement of Grantsmanship. SOA improved its research productivity in terms of journal articles and book chapters to a strong level beginning in FY 2012 and that has continued into FY 2014. The department needs to maintain this level of productivity and work to increase grant submissions. It is recognized that social science funding is particularly difficult in this economic climate, but changes in our ASPT Guidelines to reward external grant applications should help to encourage effort. A total of nine external grants were submitted by SOA proper for FY 2014. It must be noted that some grant funding that would ordinarily be credited to SOA is credited to the Stevenson Center. This department understands this and supports the Stevenson Center unconditionally.

Rationale. This goal specifically addresses *Educating Illinois 2013-2018* Goal 2 (Strategies 1-4) and Goal 3. Increased research visibility will enhance the scholarly profile of ISU in general and in our disciplines in particular. Enhanced visibility and scholarly standing will, in turn, enhance the pride in our programs by faculty, students, alumni and the community. The CAS Strategic Plan 2010-2015 emphasizes the importance of academic excellence and visibility (Strategic Foci 1 and 4). The key to this is the academic reputation and national/international visibility of our faculty. A second key is the enhanced research engagement of our students. This department's emphasis on increasing research applies to each of these keys and Strategies. The maintenance of high productivity also meets Goal 5 and especially Goal 1 of the SOA Strategic Plan 2011-2016.

2. Enhance the Study Abroad and Internship Programs. Our department has committed this year \$9,000 in variance to increase our student's participation in Study Abroad programs. We have

preliminary data that suggests that a lack of funds is a primary impediment to studying abroad. We are trying to increase participation by giving 10 study abroad scholarships. If it is believed that the scholarships have a positive impact on enrollment, we will investigate doing some fundraising to create a scholarship endowment dedicated to study abroad. We will also work towards creating a SOA sponsored study abroad experience. With Ryan Gray, assistant to the chair and academic advisor, we are working to increase the number of students who participate in the internship program. Although we already have fairly good internship enrollment, we believe it should be increased so that we are doing all we can to help our graduates find gainful employment after graduation.

Rationale. This goal specifically addresses *Educating Illinois 2013-2018* Goal 2 (Strategies 5a, “Increase the number and variety of opportunities for students to study abroad”). In the CAS Strategic Plan (Strategic Focus 1, Goal 1.1, Action 1.1.4) it states that we should strive to “Support growth of student involvement in and enhancement of international curricular programs, such as the student exchange and study abroad programs.” Our department has long been an advocate for internalizing our campus and increasing our study abroad participation is a positive step toward that goal. Goal 3 of *Educating Illinois* (Strategy 3b) also states that we should, “Increase the number of opportunities for students to work in the field, including internships.” It is certainly important that we do our best at the department level to develop partnerships with business, educational, and government entities.

2.2 PERSONNEL REQUESTS. NEW TENURE-TRACK FACULTY REQUESTS (PERS 936A) (Given in Priority Order).

The Department of Sociology and Anthropology excels at providing the State of Illinois and its citizens a high-quality educational program in both disciplines represented in the department. Within the context of *Educating Illinois 2013-2018*, Illinois State University is committed to providing a student-centered educational experience aimed at promoting success of students (Goal One), building and maintaining high quality academic programs that enhance student success in a globally competitive and cultural diverse world (Goal Two), and fostering civic engagement and enhanced partnerships both internally and externally (Goal Three). Implicit in these goals is the need to do all this in a cost-effective framework, and *Educating Illinois 2013-2018* acknowledges this by several of the specific action items connected to its major goals. The Department of Sociology and Anthropology has contributed extensively to the meeting of these goals, and available data show that the department consistently ranks at the top of the College of Arts and Sciences in terms of student credit hour production for both tenure-track and adjunct faculty.

The department has come up with three job proposals, which fit our strategic plan, deals with retirements, and helps us maintain our curriculum and GenEd instruction during a period when our majors are at historic highs.

1. **Quantitative Methodologist.** The number of sociology undergraduate majors is at an historic high. With the retirement of Nick Maroules and the prospect of 2 more retirements in 2015-16 we will be understaffed in sociology at a time when we currently have 333 majors. We are asking for a Quantitative Methodologist as this would serve our undergraduate and graduate program in significant ways. Of the last several retirements in sociology a majority had a quantitative background . Of the last several hires in sociology only one was quantitative. As a consequence, we have shifted to a sociology program heavy in qualitative sociology faculty, with only a few sociology faculty members who: engage in quantitative research and analyses; would be able to teach statistics, senior experience with a quantitative emphasis, graduate quantitative methods, and/or contribute to undergraduate methods .

Contributions to our Undergraduate Program

We have three core courses for which a strong quantitative methodologist would be helpful: a) research methods; b) statistics; and c) senior experience. Currently, in the undergraduate sociology curriculum, we are offering 7 sections of methods, 7 sections of statistics, and 6 sections of senior experience, per year.

Research Methods: While both qualitative and quantitative sociologists contribute to teaching research methods, with the retirement of Maroules (who generally taught one section of Methods each semester and one in the summer), we have fewer quantitative sociologists available to help with research methods.

Statistics: Only specially trained quantitative sociologists are prepared to teach statistics. We not only need to be reactive to the fact that the increase in sociology majors has resulted in the need for more sections of statistics, but also be proactive to prepare for Dr. Leonard's retirement in the future. Furthermore, even if Dr. Leonard teaches another 10 years, we now offer 1-2 sections of undergraduate statistics each semester beyond what he can staff.

Senior Experience: Staffing of senior experience has been a special challenge, and will likely become even more so in the future as we respond to the increase in sociology majors. During 2014-2015, we moved to having 6 sections (had been 5). In addition, due to other opportunities or just burn-out, one or more of the current faculty who regularly teach senior experience may need to take a break from the course. In the 6 sections of senior experience being offered in 2014-2015, 4 sections are being taught from a qualitative emphasis (Wellin fall, Wellin spring, Bjorklund fall, Pitluck spring) and only two are being taught from a quantitative emphasis (Avogo spring, Sprecher spring). No quantitative sections were offered this fall, although some students had hoped to do a quantitative project. Therefore, we need to be concerned generally about having more faculty members willing and able to teach senior experience and concerned specifically that there are quantitative faculty members able to mentor quantitative projects. Although a new hire strong in quantitative methods will not completely resolve the staffing issue, it will help considerably.

Electives: A quantitative sociologist would not only help with the existing core curriculum, but could potentially develop a 300-level elective for students who desire advanced training in survey design, applied research, or certain types of quantitative analyses. Some students have expressed a

desire for more training in quantitative methods and analyses to position themselves to be more competitive for graduate school or applied research positions.

General Education: Indirectly, the new hire could contribute to general education. Although we may need the new hire to focus on core courses rather than teaching courses in general education, his or her coverage of some of our core courses will allow existing faculty to continue to teach their popular general education courses rather than move to core courses.

Contributions to our Graduate Program

Although currently Drs. Beck, Willetts, and Avogo have been covering our quantitative research methods course and graduate statistics, it will be prudent to have on staff another faculty member who could step into these courses. In addition, if a quantitative sociologist developed an advanced (elective) methods class, it likely would be at the 300 level and could serve graduate students as well as undergraduate students. Finally, we need another quantitative sociologist to advise on quantitative theses.

Rationale: Educating Illinois

A new hire who is a quantitative sociologist can contribute to the strategic goals of the department, college, and university in many ways. Below we discuss three:

- One goal stated in the SOA, CAS, and University Strategic plans is to build and maintain programs of strong curriculum in meaningful areas that will enhance attracting excellent students and facilitating their success. A new hire with very strong quantitative research and teaching skills could help our program attract top-notch graduate students and help both our undergraduate and graduate students prepare better for applied research positions and further training in advanced graduate programs.
- Another goal expressed in the various strategic plans is to increase interdisciplinary ties. Similar quantitative analyses and methods are used across several disciplines (sociology, economics, psychology); the new SOA faculty member who is advanced in quantitative methodology could increase opportunities for cross-disciplinary research and cross-department teaching and mentoring.
- Another emphasis of the Department, College, and University Strategic goals is to enhance the scholarly output of faculty and to present research opportunities to students. We believe that a quantitative methodologist could increase the scholarly output from the department. Not only would a quantitative methodologist likely have an active research agenda, but such a person could bring quantitative expertise to the research of existing faculty, providing collaboration opportunities.

Salary: \$60,003 (\$6667 per month). Recently hired assistant professors in our department have been offered this starting salary, which is in line with comparable institutions.

2. Non- New World Archaeologist. The Department of Sociology and Anthropology requests a tenure-track hire for a non-New World archaeologist who can help maintain the strong teaching/research focus of the program and department while at the same time providing our students with a broader perspective on the complexities of cultural expression and evolution in a more global setting. The retirement of Beth Scott and upcoming retirement of Fred Smith (2015) create significant gaps in course offerings in both the graduate and undergraduate anthropology programs. Dr. Scott taught, among other things, zooarchaeology, North American Indians, and several graduate courses. Dr. Smith teaches the human origins introductory class, human osteology, and Principles of Paleoanthropology, a required course in the undergraduate and graduate biological anthropology programs. In order to maintain a competitive level of skills for both our undergraduate and graduate students, it is absolutely necessary to “replace” these offerings. “Replace” applies directly to zooarchaeology, human osteology and human origins, as the first two courses are absolutely necessary as noted above. Help in human origins is also critical as only one person will remain to teach this class. That individual (Dr. Maria Smith) will need to teach more upper division courses (in the absence of Dr. Fred Smith) and thus cannot always teach human origins. Additionally, this new hire will expand our offerings, providing critical exposure to prehistory in a part of the world not currently available to our students

Contributions to the Undergraduate Program:

The strength of our program in archaeology and bioarchaeology is decidedly New World, with a North American and Mesoamerican focus. This requested position is designed to contribute to the existing strength by offering courses in zooarchaeology and human osteology, both skills that are necessary for well-trained North American archaeologists. Additionally, this position will help teach anthropology’s very popular general education course, Human Origins (Anthropology 102). This course fulfills the higher tier Science, Mathematics, Technology requirement in ISU’s general education program and generally serves 200-300 students per semester. Finally, the position will broaden the focus of our program from a global perspective by offering specific courses in the archaeology/prehistory and hopefully ethnography of her/his geographic area of interest.

Contributions to our Graduate Program

The growth in the graduate program in archaeology and bioarchaeology requires more faculty to direct graduate student research. Thus, this position represents a novel approach to replacing certain existing needs in the Anthropology Program, while at the same time moving the program in new and more globally focused direction.

Rationale: Educating Illinois 2013-2018

The Anthropology Program has a strong record with respect to Goal 1-3.b and 3.c in that there already exists strong connections between ISU anthropology and the Illinois State Museum, Illinois State Archaeological Service (not affiliated with ISU but the State of Illinois), and the Public

Archaeology Program in Illinois. This proposed position would increase opportunities for undergraduates and graduate students to become involved in research and potentially would broaden opportunities beyond those now existing in the US, Mexico, Brazil, Japan, and Croatia.

This position would also contribute to Goal 2 by providing even stronger theoretical and practical training in archaeology and bioarchaeology. ISU has built a strong reputation for training undergraduate and graduate students in both the theory and practice of archaeology. The success of this approach is evident in the fact that our students have found employment in archaeological contexts in various settings. These included the two State of Illinois archaeological programs listed above, as well as field archaeological positions in Indiana, Minnesota, Washington, Oregon, and North Carolina. In the past decade, our students have been accepted for graduate work at many top programs and universities. These include Iowa, Wisconsin-Madison, Wisconsin-Milwaukee, Illinois, Illinois-Chicago, Illinois-Springfield, Southern Illinois, Minnesota, Syracuse, Tulane, North Carolina, Arkansas, Tennessee, Binghamton, Purdue, Vanderbilt, Arizona, William and Mary, Central Florida, Indianapolis, and Michigan State. This new position will allow even greater success by expanding the possible geographic interests of our students while continuing the training in areas that have allowed for the current success of the program. Thus adding this position will unquestionably contribute to anthropology's offering of "...high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment." (Educating Illinois 2013-2018: Goal One).

Salary: \$60,003 (\$6667 per month). Recently hired assistant professors in our department have been offered this starting salary, which is in line with comparable institutions.

3. Politics of Global Inequality. The increasing interconnectedness of nations, cultures and people within the global community and growing levels of social and economic inequality are two of the most profound social dynamics of the early twenty-first century. The University's strategic plan, *Educating Illinois 2014-2018* prioritizes efforts to internationalize the campus, the curriculum and the student experience.

Therefore, we are proposing to hire a full-time tenure-track faculty member conducting scholarly research in the politics of global inequality, who will contribute to the undergraduate and graduate curricula. We are particularly interested in hiring a sociologist who studies political dimensions of economic inequality that transcend the national level.

Contributions to Undergraduate Programs:

Majors in our sociology program are at historic highs. With our current staffing levels our enrollment exceeds our ability to meet our programmatic needs. In addition to increasing enrollments, our undergraduate population at ISU and in the sociology program in particular is becoming more diverse. We are competing for students who are increasingly from non-traditional backgrounds – first generation college students, students of color, as well as many students who are recent immigrants. Being able to offer classes, mentoring, and research opportunities that speak to the diverse experiences of these students will improve our ability to compete for and retain them.

Additionally, professional opportunities for sociology majors are increasingly international and global in scope. This fact is recognized by the American Sociological Association, which recently created a section on international development. This section grew to well over 500 members in just a couple of years. The globalization of the sociology job market is recognized at the Department level as well. Our department has begun a campaign to increase the number of students studying abroad. We have done so through scholarships and other incentives. A new faculty member in the politics of global inequality will complement these efforts and will not only contribute substantively to the curriculum but will help us train undergraduate sociologists for the job market in the twenty first century.

Contribution to the Graduate Program

Our graduate students recognize the relevance of global and transnational inequality for their educations and increasingly specialize in related substantive areas. This is true for students in our general MS program and our three nationally recognized Stevenson Center programs. In recent years, students have done work abroad in Bolivia and gone on to pursue advanced degrees in the UK. Most of the students enrolled in the Stevenson Center program have either completed Peace Corps service or initiate Peace Corps service following their coursework. Often these students' work focuses on international issues. Graduates of these programs lead NGOs, work for international aid organizations, and conduct research on global inequality and uneven development. We train these students well, but with 19 full time sociology faculty, only three conduct the bulk of their research outside of the United States, and all three of these focus on specific country cases rather than focus on the transnational level. The wide-angle structural focus of the sociology of global inequality would complement the more localized orientations of the sociologists on our roster conducting international research. This hire will help fill out our graduate programming and professional development and mentoring for these students.

Rationale: Educating Illinois

Having a faculty member who focuses on the political dimensions of inequality will not only serve the interests of students but will also strengthen the Department by complementing the work of members of the faculty engaged in research on related problems. Additionally, it would advance the mission and strategic plans of the university, specifically its goals to globalize the campus.

The second goal of Educating Illinois (2013-2018) is to "provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment." Preparing our students with an understanding of social inequality on a global scale and fostering an appreciation of the global and transnational dynamics that contribute to and perpetuate this inequality will help us achieve this goal.

ISU is in the first year of its 2014-2018 International Strategic Plan. Campus-wide global learning goals are currently in formation and the International Strategic Plan Implementation Team is developing action plans. There is a clear commitment to enhance the internationalization of the curriculum. Networks of interested faculty are forming, teaching workshops focused on global engagement are being offered, and efforts are underway to increase international students, study abroad opportunities, and exchange programs.

Hiring someone working on the politics of global inequality will have significant and exciting multiplier effects for the Department and the University. Specifically, adding a faculty member with a political perspective on global economic inequality would augment Sullivan's focus on domestic politics, complement Burr and Pitluck's (non-political) research in economic sociology, and provide a political economic perspective to help contextualize the social problems being explored by Dougherty on environmental dimensions of development, Toro-Morn on immigration, Avogo on public health in Africa, and Schmeeckle on global youth. Finally, a sociologist researching global inequality would augment our current strategy of internationalizing our curriculum and creating synergies among existing faculty.

Salary: \$60,003 (\$6667 per month). Recently hired assistant professors in our department have been offered this starting salary, which is in line with comparable institutions.

1.3 PERSONNEL REQUESTS: NEW TENURE-TRACK FACULTY –OTHER. NON-TENURE REAPPOINTMENT, TERURE DENIAL OR DEATH (PERS 936B). None.

1.4 STRATEGIC BUDGET CARRYOVER REQUEST.

A strategic budget carryover is requested for \$15,000. These funds will be used to fund NTT teaching for classes necessitated for the planned retirement of three faculty (two in sociology and one in anthropology).

1.5 TEMPORARY/PERMANENT ENHANCEMENT FUND REQUESTS NOT YET UPDATED COPY AND PASTE

a) Temporary Enhancement Fund Requests.

- Student Teacher Supervision Travel and Salaries. No requests.
- Internship Travel. No requests.
- Instructional Travel. We anticipate expenditures of ~\$400 per semester in FY 2015.
- Computer Recap – SOA Student Computer Lab. SOA administers a medium-sized computer lab for instructional purposes in Schroeder Hall room 235. This lab is used extensively by sociology and anthropology classes and is open to use by other departments on an availability basis. Several units on campus have utilized this space in the past, including history, politics and government, criminal justice sciences, communications, and various university functions. The computers in this lab are now four years old, and to avoid falling too far behind in capability need to be replaced. There are 34 computers in the lab, and current cost per replacement CPUs is \$661. Thus, SOA requests \$22,474 for this purpose. As this lab is used almost exclusively for instructional purposes, SOA believes this should qualify for Tech Tuition funding.

Rationale. Education that included computer competence in managing data, accessing information and presentation of research are critical to Goal 1 of *Educating Illinois 2013-*

2018. This lab provides this training to sociology and anthropology majors, as well as students from other programs on request. Because the lab enhances what we can do educationally, Goal 2 is also supported. This request specifically addresses the *CAS Strategic Plan 2010-2015* Goal 2 (2.2) in that it enhances the technological base for instruction and training. In so doing, it also supports Goal 1 (enhanced excellence in programs). Goals 4 and 7 in the *SOA Strategic Plan 2011-2016* are also addressed by this request.

b) Permanent Enhancement Fund Requests (Given in Priority Order).

1. **Graduate Assistantships.** The graduate program in anthropology (now archaeology) has only four Graduate Assistant position. This is insufficient to meet our need for TAs in large general education classes. The anthropology program has been entrepreneurial in funding graduate assistantships from outside the university, but these have to be used for research. We request \$15,750 for these two GAs, to be used as TAs .

Rationale. This request directly applies to *Educating Illinois 2013-2018*, Goal 1 (Strategies 1 -3). This goal focuses on maintaining a diverse, excellent student body. In order to attract excellent, highly motivated graduate students, Graduate Assistantships are a must. But having excellent graduate students serving as teaching assistants also helps to provide the quality education that attracts the best undergraduates to a campus. In addition they serve as role models for undergraduates with similar interests thus enhancing those students' educational experience at ISU. As such this request also generally supports Goal 2 in that graduate students are a major factor in helping faculty to excel in their research (and teaching) through direct assistance with such duties and indirectly by enhancing the intellectual environment in the department.

2. **Travel Enhancement.** Given the increasing cost of professional travel, SOA requests an additional \$300 per faculty member for a total of \$8,400 plus an additional \$600 for a new faculty member joining us in August of 2013. Both sociologists and anthropologists depend on the ability to present their research at appropriate meetings as a stage in the publication process. SOA appreciates the efforts of CAS to increase travel support, but we still find that our faculty members are paying an average of \$697 of their own travel costs domestically and \$1521 internationally. This was not true in FY 2012 due to the infusion of Provost Enhancement funding for travel nor in 2013 because we could augment travel from Variance Funds, but the problem will return when those funds are no longer available. We believe that enhancing travel is a key to increasing/maintaining our research productivity and program visibility.

Rationale. This request directly applies to *Educating Illinois 2013-2018*, Goal 2 (Strategies 2 and 3). Goal two focuses on the expansion of excellence in scholarship and teaching at both the graduate and undergraduate levels, and the two strategies focus on attracting and retaining quality faculty members and assisting them with their scholarly careers. One of the major perks that all high-quality candidates ask

about is travel support to attend meetings. At these professional meetings, faculty members gain visibility for their research, gain insights for improving their work, often find collaborators, and attract potential graduate students. The first three of these are important in increasing the quality of scholarly work and the opportunities for and probability of publishing in high-quality outlets. This also broadly supports Goal 3, in that faculty who feel well supported in their work clearly feel a greater pride in and connection to Illinois State University and thus are more likely to stay here as their career builds. Finally, this type of request also addresses Goal 1, in that producing well-educated and competitive students requires that their professors be at the top of their games as well. The type of support requested here will go a long way toward that end. Travel enhancement also meets the spirit of the *CAS Strategic Plan 2010-2015's* Strategic Foci 1 and 3, in that it deals with the financial infrastructural support of research as well as the need to further excellence in research and publication of the results thereof. Goal 1 directly relates to this request.