



COLLEGE OF
ARTS AND SCIENCES
Illinois State University

CAS FY22 Annual Report



April 2022

I. ACCOMPLISHMENTS AND PRODUCTIVITY FOR FY22

A & B. CAS Goals and How They Supported *Educate, Connect, Elevate*; Major Accomplishments for Each Goal

The College of Arts and Sciences was guided by the following goals for FY22, which were framed within the four areas of program development, student success, diversity and inclusion, and faculty and staff success. The goals are listed first, and the accomplishments for each goal are then enumerated in italicized print.

1. Program Development:

- a. Goal: Work with and support programs and departments to promote the inherent value of a liberal arts and sciences education. This will include continued development and promotion of marketing materials that speak to both the breadth of preparation from a liberal arts and sciences education and the value of interdisciplinary minors.

(ECE II. A.)

Accomplishments:

- *Updated relevancy of the Career Enhancement Competencies.*
- *Updated marketing material on the core foundational skills acquired from a liberal arts and sciences education.*
- *Participated in Open Houses to market foundation skills to incoming students.*
- *Implemented Career Development program for students entitled “Engaging the Power of Your Liberal Arts Education.”*

- b. Goal: Work with programs and departments, particularly in the Humanities and Social Sciences, to expand the relevance of a liberal arts and sciences education to a dynamically changing world.

(ECE II.A.)

Accomplishments:

- *See above.*
- *MOU established with humanities and social sciences departments establishing the Multi-disciplinary Science Studies Initiative.*
- *Preliminary discussions with COB for a 3+2 program with a bachelor’s degree in liberal arts and a graduate degree in management.*
- *Include Sociology and Politics and Government courses in the Social Demographic and Public Policy sequence for the proposed Data Science major.*

- c. Goal: Work with STEM disciplines to advocate for expansion of laboratory facilities to support growth in STEM majors, engineering, and nursing.

(ECE II.C)

Accomplishment:

After many meetings and advocacy with the Provost's Office, department chairs, and Facilities Planning, a proposal will be introduced to the Board of Trustees in a late spring meeting for building a structure for new teaching labs and greenhouse.

- d. Goal: Work with CAS departments to prepare for the implementation of the Engineering program.

(ECE II. A)

Accomplishment:

After four years of CAS participation, the Engineering program has been approved. CAS will continue to collaborate, particularly with curriculum and research opportunities.

- e. Goal: Work with interested programs and departments to explore and, if appropriate, develop cross-college, interdisciplinary programs including:

- Data science/data analytics across CAS, CAST, COB.
- Explore the feasibility with COB for a 3+2 AMD program with a liberal arts and sciences undergraduate degree and a management graduate degree.
- Explore cross-college initiatives with CAST in areas of environmental sustainability.

(ECE II..A.B.)

Accomplishments:

- *The interdisciplinary team of CAS, CAST, and COB met throughout the year to develop a proposal which was recently presented to the Provost. With the Provost's approval, the committee will move forward with formal curriculum and program approval processes.*
- *Several departments in CAS had a preliminary meeting with the Dean and Associate Dean of COB regarding the possibility of a joint venture for a 3+2 liberal arts undergraduate to a graduate degree in management.*
- *The Deans of CAST and CAS hosted two meetings with faculty in the areas of environmental sustainability on April 9, 2021 and August 27, 2021.*

- f. Goal: Work with CAS departments to develop Accelerated Master's Degree (AMD) programs where appropriate.

(ECE II. A.)

Accomplishment: The Department of English has successfully developed an accelerated master's degree program in English Education.

- g. Goal: Work with CAS departments to develop online/distance education programs (primarily graduate programs) where appropriate.

(ECE II.A.)

Accomplishments:

- *English Education developed an online graduate degree program in the context of socially just pedagogy.*
- *The Department of Mathematics is completing the process for an online graduate program in Actuarial Sciences.*
- *HIS developed an online FCR graduate micro-credential program for secondary education teachers seeking the course work for the state endorsement to teach dual credit courses.*

- h. Goal: Continue to seek guidance and consultation from the College of Arts and Sciences' three Advisory Boards to ensure that we are preparing students to have relevant skills and backgrounds to meet current and future needs:

- Community Advisory Board
- Emeritus Faculty Advisory Board
- Chicago Advisory Board

(ECE II. A. IV. A.)

Accomplishment:

- *The Dean, Director of Development, and Assistant Dean for External Relations had a meeting with each of the boards each semester. Prior to the Dean's search, each advisory board gave feedback in desired qualities for the next Dean which was shared with the search committee.*

- i. Goal: Continue the assessment and update of the current strategic plan. The assessment will provide a summary for the incoming permanent Dean as to what was accomplished, what remains as work in progress, and what may be emerging areas for focus in the next plan.

(ECE I.D. II.A)

Accomplishment:

- *The Dean has recently completed the assessment and update to the strategic plan, which was presented to the College Council on 4/15/22.*

2. Student Success:

- a. Goal: Develop a Student Advisory Council to the College as a body to provide student feedback regarding their experiences in CAS learning environments.

(ECE I.A IV.C.)

Accomplishment:

- *The College has developed a Student Advisory Council. The Council met twice in the Spring semester.*

- b. Goal: Encourage students to enhance their multi-dimensional experiences while promoting the broad, transferrable knowledge and skills of a liberal education that prepares people for many careers.

Opportunities include:

- Promote students' pursuit of minors—especially interdisciplinary minors—that add distinguishing experiences and competencies to student resumes.
- Promote CAS Career Enhancement Competencies.
- Promote “Internationalizing Your Major.”
- Promote the Honors Program.
- Promote “Undergraduate Research Experiences” with the Office of Student Research to position students advantageously for employment and graduate education.
- Work with the Career Center so that, early in their time at ISU, students gain both professional development and information about how a liberal arts and sciences education prepares them for the workforce.

(ECE I.A. IV.C.)

Accomplishments:

- *Distributed marketing material with the above tips to incoming students at Open Houses*
- *Developed and implemented the “Engaging the Power of Your Liberal Arts Education” Career Development sessions.*

- c. Goal: Partner with units and departments to assess barriers to student success and support curricular and programmatic changes as appropriate.

(ECE I.A.)

Accomplishments:

- *The Dean met with every department chair/school director and advisor of each department for review and discussion with Provost's office staff. Metrics for student success were examined and plans were discussed on opportunities to decrease barriers.*
- *Several departments have or are in the process of analyzing curricular revisions to reduce barriers (Sociology, Mathematics).*

3. Diversity and Inclusion:

- a. Goal: Through the Student Advisory Council, host at least one student listening forum each semester to receive student feedback about and recommendations for inclusive learning environments.

(ECE III. B.)

Accomplishment:

- *The Dean met with the Student Advisory Council and with SGA to discuss student feedback on inclusive learning environments.*

- b. Goal: Continue to promote diversity in hiring and retention of faculty and staff.

(ECE III. A.)

Accomplishments:

- *Several faculty search committees updated language in search ads to include language to attract a diverse pool.*
- *Of the four chairs hired, two are people of color and one is a woman.*
- *Eleven of the 16 faculty hires identify as a person from an underrepresented identity. Seven will receive EDEP funds.*

- c. Goal: Continue to devise faculty and staff professional development series to promote inclusive teaching for diverse students.

(ECE III. A.B.C.)

Accomplishment:

- *The College of Arts and Sciences along with the Growth Change Team organized four professional development sessions targeted to inclusive and culturally responsive teaching and mentoring. The sessions were:*
 - *Promoting Inclusive Learning Environments for LGBTQ+/TGNC Students*
 - *Promoting Inclusive Academic Environments Where All Faculty Can Thrive*

- *Increasing Faculty Understanding of Systemic Injustice and BIPOC Students: Partnering for Their Success*
- *Promoting Inclusive Learning Environments in STEM Disciplines*

d. Goal: Encourage D/SFSCs to adapt ASPT policies more inclusive of DEI efforts.

(ECE III. A.B.)

Accomplishment:

- *Seven of 16 departments have amended their ASPT policy to recognize EDI efforts of faculty. The departments include: Social Work, English, Sociology-Anthropology, Psychology, School of Communication, Languages, Literatures, and Cultures, and Philosophy.*

4. Faculty and Staff Success:

a. Goal: Work with the Steering Committee on the GROWTH Change process to integrate principles guided by GROWTH into College professional development initiatives.

(ECE III. A.B.C.)

Accomplishments:

- *As stated under the section of promoting EDI, the College of Arts and Sciences partnered with the Growth Change team to organize four professional development sessions around EDI topics including:*
 - *Promoting Inclusive Learning Environments for LGBTQ+/TGNC Students*
 - *Promoting Inclusive Academic Environments Where All Faculty Can Thrive*
 - *Increasing Faculty Understanding of Systemic Injustice and BIPOC Students: Partnering for Their Success*
 - *Promoting Inclusive Learning Environments in STEM Disciplines*
 - *In addition to these sessions, the College also offered a session for tenure-tracking professors on the process of applying for tenure and promotion and a session targeting associate professors on the process of applying for professor rank.*

b. Goal: Continue to support faculty across all three divisions with the knowledge and tools to seek external funding (Pivot, etc.).

(ECE II. B.C.)

Accomplishment:

- *The College Associate Dean Joe Blaney offered a session to all faculty but targeting those in the social sciences and humanities on the use of Pivot to enhance external funding opportunities.*

- c. Goal: Fund 100% of all URG proposals for a second year in a row; fund 100% of all Humanities and Social Science proposals for a fourth year in a row.

(ECE II. B.C.)

Accomplishment:

- *Through the leadership of Associate Dean Joe Blaney and the partnership of the Office of Research and Graduate Studies, the College of Arts and Sciences was able to fully fund all URG proposals, including those in the Humanities.*

- d. Goal: Maintain URG ROI.

(ECE II. B.C.)

Accomplishment:

- *CAS URGs have produced \$11,716,496 in external funding proposals between July 1, 2018 and April 1, 2022 based on a \$564,334 investment between FY19-FY21. This constitutes \$20.77 in external proposals for every \$1.00 spent.*

C. Academic Program Development Accomplishments as Reported by Other CAS Units

1. BSC provided a high number of seats in biology courses as service to other majors including NUR, KNR, AGR, and GEO. BSC also worked with Nursing and Geography, Geology, and the Environment to develop dual major programs.
2. COM revised their Mass Media major reducing four sequences to two sequences, thus providing more efficient allocation of resources.
3. PSY and COM partnered on the Extending Empathy Project which will be delivered to a national audience.
4. ENG received approval for an on-line MS/MA/AMD English Education program situated within a social justice pedagogical framework.

5. The Earth Space Science Education program in GEO ranked as an exemplary teacher education program for the second year in a row by ISBE.
6. HIS developed a plan to offer FCR online graduate courses to in-service History teachers to achieve an endorsement to teach dual credit courses.
7. LAN is developing 1-2 credit hour courses for faculty leading study abroad trips to acquire knowledge on introductory language and cultural skills prior to leading students in a study abroad trip. LAN also developed a course on Spanish for Health Professions
8. MAT has nearly completed the development of an online graduate program in actuarial sciences. The Dean of CAS and the Chair of the Department of Mathematics collaborated with other deans and chairs to develop a proposal for an interdisciplinary data science major. In addition, MAT is preparing an online graduate degree in math education.
9. PHY developed two new sequences that will provide relevancy for majors including Biophysics and Space and Astrophysics.
10. PSY is developing a FCR Masters in School Psychology program to serve non-traditional, working education professionals to meet the demand for school psychologists.
11. SOA developed a senior practicum course that functions as a 6-week lab to the senior thesis course. The practicum lab provides practical coaching on bridging the gap between education and a career. The lab provides career development for sociology and anthropology majors.

D. Equity, Diversity, and Inclusion Accomplishments as Reported by Other CAS Units

1. COM's Antiracism, Social Justice, and Coalition Building Committee held several departmental meetings to enhance the School's environment for inclusion. The ASC committee also developed the EDIA Learning Community Undergraduate Certificate Program to encourage students to actively engage in dismantling structural oppression.
2. BSC and CHE provided leadership to the STEM Alliance which encourages students from URM populations to pursue STEM disciplines

3. Several faculty in the Natural Sciences and Mathematics division collaborated on the HHMI grant led by CeMaST which encourages URM students to pursue science/mathematics disciplines.
4. The Undergraduate Women in Economics RSO has actively engaged women to enroll in economics.
5. ENG developed the Equity and Diversity Speaker Series bringing in guest scholars who presented on anti-racist pedagogy and research. It also implemented the EESPARC project which supports teacher candidates from underrepresented groups committed to socially just English Language Arts teaching and research.
6. GEO engaged with the Unlearning Racism in the Geosciences program.
7. HIS has funded \$14,750 for recruitment and retention scholarships for students from historically marginalized populations.
8. LAN partnered with the School of Teaching and Learning, The Latin American and Latino/a Studies program, and the Bilingual Education program to sponsor an expert speaker on best practices for teaching heritage language learners.
9. MAT resumed leadership for the Midwest High School Scholars Analytics Academy, which provides a summer camp experience for high school students from historically excluded populations to recruit them to study math, analytics, or actuarial sciences. Also, faculty in MAT organized and implemented the annual Mathematics Research Academy that involves high school youth from inner-city Chicago schools.
10. PHI completed a comprehensive review of all curricula and courses and made revisions to ensure that Philosophy courses are culturally responsive and inclusive.
11. SWK conducted an equity audit of all curricular content to enhance inclusion of diverse voices and perspectives and to enhance awareness of pedagogical interventions that are supportive of all students, particularly those who have been historically excluded.
12. WGSS developed new courses in Chicana and Latina/X feminism and Queer and Transgender Theory.

E. Faculty Success Accomplishments as Reported by Other CAS Units

1. The ENG Writing Program created new teacher support programming for writing instructors to address multiple challenges from the pandemic.
2. LAN partnered with the School of Teaching and Learning, The Latin American and Latino/a Studies program, and the Bilingual Education program to sponsor a speaker on best practices for teaching heritage language learners
3. SWK held a mindfulness, self-compassion workshop/retreat for faculty.
4. 100% of URG proposals in CAS were funded.
5. Three faculty in the Humanities received four prestigious fellowships: Paul Ugor from ENG and Amy Wood in HIS earned National Humanities Center fellowships; Amy Wood and Katie Jasper, both from HIS, each won a National Endowment for the Humanities fellowship.
6. The College of Arts and Sciences faculty were highly productive with 1154 scholarly or creative products; 30% had at least one student author. A full breakdown of faculty productivity in CY2021 appears in the table below.

Scholarship & Creative Productivity Report					
Type	T/TT faculty	students	undergrad	graduate	international collaborators
Authored books & monographs	14	0	0	0	1
Edited books	10	0	0	0	2
Textbooks	32	27	13	24	2
Journal articles	320	76	34	69	56
Book chapters	64	4	0	3	8
Peer-recognized creative efforts	95	25	10	17	15
Conference papers in US	418	163	86	94	22
Conference papers outside US	73	3	0	3	5
Other Published/Creative Works	128	54	24	39	16
Total	1154	352	167	249	127

F. Student Success Accomplishments as Reported by Other CAS Units

1. Ten of ISU’s 14 Bone Scholars in 2021-22 are CAS students.
2. PHI administered a student success survey to elicit feedback from their majors on what they need for success.
3. LAN have promoted enrollment in the minor or second major through the “Internationalize your Major” campaign. They have distributed posters in

academic buildings and conducted outreach to other departments. They have encountered cooperation from Legal Studies and Mennonite College of Nursing in particular.

4. The vast number of career development/applied experiences that are integrated into the curricular programs enhance student success. Some examples include:
 - WZND radio
 - TV-10
 - The Vidette
 - WGLT jobs and internships
 - The Taylor-Eckelmann Speech and Hearing Clinic
 - The Psychological Services Center
 - The Autism Place
 - The Canine Behavior and Cognition Lab
 - The Publication Unit
 - The Solar Car
 - The Stevenson Center
 - The Expungement Clinic
 - Mock Trial
 - Model U.N.
 - Costa Rica Fair Trade project
 - Civic Engagement Washington DC project
 - First Star Academy
5. The Department of English implemented the EESPARC project which supports teacher candidates from underrepresented groups committed to socially just English Language Arts teaching and research.
6. Illinois State University (largely within CAS) has more Noyse Scholarships than any other university.
7. The School of Social Work implemented their Social Justice Forum to work with students in creating socially just environments.
8. The Department of Sociology and Anthropology trained some of their graduate students to be writing mentors for undergraduate students.
9. Students in CSD get experience serving the transgender population with voice-affirming therapy. This is only one of two such clinics in the state. The three-year employment rate for all graduates from CSD was 100%.

10. 31% of publications from CAS include one or more students.
11. BSC and CHE provide individualized attention through research lab experience for a high number of students. 80% of CHE students receive experience in a faculty lab.
12. The Department of History has funded \$14,750 for recruitment and retention scholarships for students from historically marginalized populations.
13. LAN partnered with Latin American and Latino/a Studies program to develop enriched courses for LALS 109 and SPA 120 for heritage speakers of Spanish. The courses integrated student success knowledge and practices into the academic course. The rate for academic probation for general FTICS was 14% while the probation rate for students in the “success courses” was only 4%. The retention rate for students in the success courses was 96% while the retention rate for the general university population was 86%.
14. MAT has implemented a process to examine barriers for student success in two key math courses, MAT 113 and MAT 121.
15. PSY is developing a physical space as a Student Success Center. The department also developed a peer mentor training program for undergraduate students who will mentor students in psychology courses and through the Student Success Center.
16. SOA developed a senior practicum course that functions as a 6-week lab to the senior thesis course. The practicum lab provides practical coaching on bridging the gap between education and a career. It also provides career development for sociology and anthropology majors.
17. SWK conducted an equity audit of all curricular content to enhance inclusion of diverse voices and perspectives and to enhance awareness of pedagogical interventions that are supportive of all students, particularly those who have been historically excluded.

II. INTERNAL REALLOCATIONS AND REORGANIZATIONS IN FY22

A. Reallocations or Reorganizations; Movement or Upgrade of Positions; Creation of New Positions; Reallocation of Personnel or Operating Funds

1. College of Arts & Sciences' Reallocations/Reorganizations

- a. Permanent Variance/Upgrades: CAS absorbs units' permanent variance in AP & CS lines in order to reallocate those funds for upgrades in other units when justified. In FY22 such reallocations totaled \$20,354. CAS provided funds for permanent upgrades in HIS, SOA (x2), POL, and SWK. Because CAS's top priority for permanent funds has consistently focused on bringing salaries of valuable CAS-IT staff in line with their colleagues' across the university, it is significant that CAS was able to fund permanent salary increases for David Crutchley (AP) and Mike Regilio, CAS-IT Director.
- b. CAS Personnel: CAS hired Rocio Rivadeneyra as Associate Dean of Student Success; Robyn Schuline as Director of Budget and Finance; and Jamie Rucker as Office Support Specialist in a .5 FTE position. We are currently searching for an Interim Associate Dean for Research, Facilities, and IT to replace Joe Blaney, who will return to faculty.
- c. CAS Leadership: Jean Sawyer served as Interim Chair of CSD, while Lisa Szczepura was Acting Chair in PHY in fall. CAS conducted four successful chair/director searches and so will have new leadership in LAN, CSD, SWK, and CHE beginning FY'23. Furthermore, CAS hired Katherine Ellison to serve as Interim Chairperson of ENG and is currently conducting searches for Interim Chairs in ECO and MAT. Of course, we will also welcome a new Dean, Heather Dillaway, in July.

2. Reallocations/Reorganizations as Reported by Other CAS Units

- a. BSC: Horticulturalist Patrick Murphy resigned in October 2021. BSC has redefined the position and is searching for someone to assist with greenhouse care and campus tree tours as well as with some modest teaching in botanically oriented courses or laboratories.
- b. CHE: 1) Moved \$16,000 from GR to Personnel to provide summer compensation for Associate Chair and Directors of Undergraduate and Graduate Studies. 2) Moved \$29,000 from Stockroom

Personnel line and \$3,150 from GR to the GA budget. CHE has been unable to hire someone for the Stockroom Assistant position and opted to fill this full-time role with two graduate students on 12-month appointments annually. 3) CHE expanded its advisor duties to include advisement of Physics majors; expanded the Chemistry Teacher Education advisor duties to include Biology Teacher education majors.

- c. CSD: Diane Leonard, Administrative Aide, received an upgrade through the reallocation of department funds.
- d. ENG: Shifted funds permanently from AP to CS line in accordance with HR's reclassification of the position of Mark Vegter, Assistant to the Chair.
- e. HIS: 1) Upon a retirement, HIS changed a 10-month AP position with teaching duties to a 12-month position with 100% advising duties. 2) Received funds to upgrade Coordinator of Student Teaching (AP), Sara Piotrowski, from .5 to .75 FTE and added 1-1 teaching duties.
- f. LAN: Reallocated substantial funds and responsibilities to replace the Student Teacher Supervisor/Student Teacher Coordinator, who was on leave. That person had been replacing Sue Hildebrandt, who has been Interim Chair in SED.
- g. MAT: 1) Upgraded Lead Staff position to Business Administrative Associate and hired a new person, Cassie Snelling. 2) Hired a .5 FTE Office Support Specialist, Evan Tawzer.
- h. PHY: 1) The department lost its Office Manager and is in the process of hiring a replacement, which CAS authorized at .5 FTE. 2) PHY anticipates Provost Office approval to transfer permanently ~\$15,000 from the NTT line to the Student Help line to pay for UTA lab support.
- i. PSY: 1) PSY hired Angela Davis in one vacant CS position and is currently looking to hire for vacancies in the PSC Office Support Specialist and the Graduate Secretary positions. 2) Office vacancies were covered by current staff and student help, with funds being shifted accordingly.
- j. SOA: Trish Gudeman was successfully reclassified and promoted from Office Support Specialist to Office Manager—a significant professional development accomplishment that will expand her

responsibilities and compensate her better for her important contributions to the department.

- k. WGSS: Hired Jenna Goldsmith as assistant director and academic advisor.

B. Use of Additional Provost Office Funds to Enhance Accomplishments and Productivity

- 1. **Instructional Capacity:** CAS received \$2,395,164 for instructional support. Of this funding, \$1,251,806, or 52%, was for General Education courses. \$165,261 funded student teacher supervision salaries in seven units with secondary education programs.

Unit	Base IC/GE	Supp IC/GE
BCS	137,208	47,567
CHE	18,827	10,292
COM	247,789	14,464
CSD	132,666	-
ECO	128,637	13,500
ENG	339,980	106,503
GEO	47,230	22,230
HIS	161,334	62,106
LAN	180,795	10,567
MAT	211,683	99,691
PHI	43,093	-
PHY	6,500	-
POL	83,656	1,732
PSY	69,179	-
SOA	10,188	51,098
SWK	83,031	17,476
LALS	5,092	-
WGSS	31,050	-
Total	1,937,938	457,226

- 2. **Summer Funding:** CAS received a total allocation of \$935,700 for summer 2022. The money will fund 157 courses at an average cost of \$5,960. The distribution of Provost Office funds is as follows:

Unit	Summer Allocation
BSC	\$30,500
CHE	\$19,200
COM	\$167,900
CSD	\$47,500
ECO	\$53,500
ENG	\$104,500
GEO	\$57,000
HIS	\$47,500
LALS	\$6,500
LAN	\$52,500
MAT	\$94,500
PHI	\$26,000
PHY	\$27,500
POL	\$31,500
PSY	\$110,500
SOA	\$37,500
SWK	\$6,500
	\$920,600

3. **AEF Funding:** CAS received \$682,243 in AEF funding for the following projects. CAS appreciates the generosity of the Provost Office in providing an additional \$100,000 in AEF funds for FSA 136 and 434 to cover inflation-related cost adjustments.

Unit	Short Title	Amount
BSC	FSA 136 Renovation	\$ 134,660
BSC	FSA 136 Renovation Add'l	\$ 50,000
GEO	FSA 434 Renovation	\$ 132,000
GEO	FSA 434 Renovation Add'l	\$ 50,000
ECO	Economics Learning Lab	\$ 50,000
CSD	ABR Equipment	\$ 27,000
BSC	SLB Emergency Power	\$ 49,500
PHY	Physics Fume Hood	\$ 69,225
CSD	Speech Path Sim Trainers	\$ 17,183
CHE	Chromatography System	\$ 102,675
	Total	\$ 682,243

4. **AEF Tech/Dean's Allocation:** CAS received a base allocation of \$196,424 and an additional \$102,000 to refurbish and staff the suite of rooms in STV 250 as well as the Student Center in SCH 230 for HIS, POL, CJS, and SOA. Furthermore, CAS had SBC'ed \$60,205 from FY21 for

FY22 construction and laptops for STV 250. All total, CAS had \$358,629 in AEF Tech/Dean’s Allocation funds, which were distributed for projects listed below.

Unit	Short Title	Amount
		\$ 358,629
ENG	EESPARC / English Education Cohort Laptops	\$ 15,000
GEO	FSA 434 Renovation (CAS Contribution)	\$ 14,000
GEO	Drones for Remote Sensing	\$ 7,834
CAS-IT	Student Workers	\$ 18,395
COM	ADA Compliant Desk / WZND	\$ 6,945
COM	SMACC Video Screen	\$ 59,859
MAT	Remote Learning Classroom (STV 310)	\$ 10,000
ECO	STV 438 LAB Computer Recap	\$ 30,228
CAS	STV 250/SCH 230 Technology, Furniture	\$ 115,106
CAS-IT	Student Help for STV 250/SCH 230	\$ 24,057
BSC	FSA 136 Renovation (CAS Contribution)	\$ 15,000
	Total Spent to Date	\$ 316,424
	Amount Remaining	\$ 42,205

5. **RERIP Funds:** Eleven CAS units received a total of \$217,5000 in RERIP funds, which provided much needed and much appreciated supplemental operating dollars to support a wide range of mission driven initiatives as enumerated in the accompanying table.

Unit	Intended Use	Amount
BSC	FSA Renovations	\$15,000
CHE	Equipment Purchases	\$15,000
CSD	Fairchild 303 Renovations	\$29,000
ECO	Instruction; Summer Stipends	\$26,000
ENG	Summer Stipends	\$8,000
GEO	FSA 434 Renovations Cost Share	\$26,000
HIS	Student Scholarships / Fac Travel	\$33,000
POL	SBC for Civic Engagement	\$8,000
PSY	DeG 435 Renovations	\$39,000
SOA	Graduate Writing Tutors	\$10,500
SWK	Graduate Assistantships	\$8,000
	Total	\$217,500

6. **Graduate Tuition Waivers:** The table below shows how CAS distributed its \$261,000 allocation of graduate tuition waivers in FY22.

Unit	Allocation
4120 BIO	\$ 18,000
4160 CHE	\$ 11,000
4480 COM	\$ 26,000
4200 ECO	\$ 5,000
4240 ENG	\$ 27,000
4300 LAN	\$ 4,000
4400 GEO	\$ -
4420 HIS	\$ 32,000
4520 MAT	\$ 34,000
4600 POL	\$ 4,000
4620 PSY	\$ 28,000
4650 SWK	\$ 32,000
4660 SOA	\$ 8,000
4720 CSD	\$ 32,000
	\$ 261,000

7. Other Funds from the Office of the Provost

- a. EDEP – CAS received \$50,000 in EDEP funds to support start-up costs for 10 recently hired faculty members who promoted educational diversity at ISU.
- b. Faculty/Chair Search Expenses – CAS received \$44,000 to support sixteen tenure track faculty searches and four chairperson/director searches that had been authorized for FY22. CAS received an additional \$352 to host lunches with dean candidates and college staff.
- c. GROWTH Change – CAS received \$2,500 to support Dr. Buffie Longmire-Avital’s professional development workshops related to “Equitable Re-centering in the Pursuit of Sustainable Diversity and Inclusive Action.”
- d. Award Funds – CAS received \$1,500 to recognize faculty excellence in the form of college teaching, service, and research awards.

C. Use of Additional College/Unit Funds to Enhance Accomplishments and Productivity

1. College Funding/GR

CAS has an annual operating budget of approximately \$590,000 in addition to IDC revenues—currently resting at a healthy amount thanks to successful grant activity by its faculty researchers—and funds SBC’ed from FY21, largely due to COVID-19. Listed below are the college’s largest expenditures in FY22; all of them were intended to enhance student and faculty success. A substantial amount of CAS’s GR funding—approximately \$110,100—was meant to promote a diverse working and learning environment: EDEP startup funds (\$35,000); African American and Latin American and Latino/a Studies (\$50,000); *Obsidian* (\$20,000); and speakers and events ranging from the Immigrants Day Art Installation to the WGSS Symposium, from Black History Month to multiple workshops on equity and inclusivity (\$5,100).

Short Title	Purpose of CAS Spending Initiative	Amount
Faculty Start Ups	Support new faculty in establishing successful teaching and research agendas; includes \$35,000 in EDEP funds	\$ 323,996
Professional Travel	CAS provides \$500 per TT faculty member to supplement units' budgets to promote travel for research and conferences	\$ 148,500
Instruction	CAS dedicates funds every year for instructional support, including additional GA support in Gen Ed courses	\$ 60,000
International Travel Program	CAS runs a supplemental travel program to fund international travel for faculty research	\$ 37,500
Student Research Travel	CAS funds graduate and undergraduate students who present their research at conferences	\$ 30,000
Instructional Travel	CAS supports Solar Car, Model UN, Mock Trial and various internship programs	\$ 13,000
Interdisciplinary Programs	CAS provides full funding for the Latin American and African American Studies programs	\$ 50,000
Animal Lab	CAS provides contingency funding for the BSC animal lab	\$ 30,000
Obsidian	CAS allocates operating funds for the journal and provided additional matching funds for an NEA grant	\$ 20,000
Publication Support	CAS allocates these matching funds for the book and article subvention program run by ORGS	\$ 10,000
Vibration Table	CAS's funds will support the functioning of the SEM that Mahua Biswas (PHY) was awarded in a major NSF grant	\$ 10,000
Confocal Contract	CAS's portion of equipment cost share w/ BSC, ORGS	\$ 10,000
Post Doc	CAS cost-share related to a Grobe-Su (PHY) NSF grant	\$ 10,000
Accreditation Fees	CAS paid for the annual fees for SWK	\$ 8,682
Speakers/Event	CAS allocated \$200 per unit and supported other events--e.g. WGSS Symposium, Black History Month	\$ 8,000

2. College Funding/Foundation

Thanks to the generous support of the alumni, faculty, staff and friends of the college, the College of Arts and Sciences has received \$3,424,656 in private gifts, which far exceeds the targeted goal of \$2,600,000. This has allowed CAS units to award 301 scholarships. Currently CAS has a total of 362 Foundation funds.

3. College Funding/FCR

- a. CHE offered nine courses through the FCR funding model this year. The total enrollment was 149 students, most of whom were in-service teachers who would otherwise not have enrolled in courses at ISU. Student feedback about the program has been very positive, growing the stature of ISU Chemistry in the field of Chemical Education. Over the period of summer 2020 through spring 2022 the courses generated approximately \$229,000 in tuition and fees, which more than covered the salaries of the instructors to teach the courses as well as replacement costs for faculty. The surplus funds netted the Department an estimated \$71,000 for FY22, which was used to support the Master's in ChemEd program, to purchase equipment for teaching and research labs, and to support summer appointments for advising, course instruction, and the associate/assistant chairs. We also estimate that the program generated roughly \$35,000-\$40,000 for the Provost Office in FY22.
- b. ENG is funding the new Master's of English Education program through FCR, as per the program proposal. While the program will officially launch with the admittance of the first cohort of students for Summer 2022, during the Spring 2022 term, the department ran one of the program's core courses (ENG 435) FCR, since there were enough students interested in beginning coursework as visiting students while they awaited the ability to officially apply to the program. The salary (\$5,000) for the course was used to hire an NTT to teach one required English Education undergraduate majors course, ENG 297, a course that Danielle Lillge, instructor for ENG 435, would have otherwise taught during Spring 2022. We are waiting on the residual funds to be distributed in May. These funds will be used for the program's Summer 2022 speaker(s) and retreat costs as part of the program launch and ENG 436 FCR course.

- c. GEO earned \$676 from enrollment generated FCR funds in FY22, which will be used to support the department’s field school experiences.

4. College Funding/External Grants

Eleven CAS units generated a total of \$5,326,895 in grants. Between January and December 2021, CAS grants generated a total of \$435,016 in indirect costs. Indirect costs to the College totaled \$225,136, while indirect costs to the departments/schools totaled \$212,880. The funds remain valuable to the continuation of ISU’s mission and allow for the offset of critical expenses in the following areas: startup funds for new faculty; faculty research support and publication costs; graduate student stipends; faculty professional travel; student professional travel; and outreach activities.

External funds received by CAS units as reported in Cognos for Cayuse are in the table below.

Unit	Number of Awards	Total Amount Awarded	Total IDC earned
		07/1/20-6/30/21	01/21-12/21
Applied Social Research	1	\$ 120,000	\$ 4,907
Biological Sciences	12	\$ 3,815,857	\$ 300,394
Chemistry	1	\$ 5,347	\$ 38,852
Communication	5	\$ 398,235	
English	6	\$ 123,000	\$ 433
Geography-Geology	5	\$ 88,125	\$ 8,824
Mathematics	2	\$ 40,000	\$ 3,639
Physics	1	\$ 24,837	\$ 31,602
Politics & Government			\$ 1,141
Psychology	2	\$ 405,494	\$ 38,126
Social Work	4	\$ 306,000	\$ 7,098
Total CAS	39	\$ 5,326,895	\$ 435,016

5. Use of Additional Funds as Reported by Other CAS Units

- a. BSC: Used funds from Garris’s buyout to run the SHIELD lab in order to pay for summer stipends, summer advising for the Biology Teacher Education program, and GAs as part of start up packages. The remainder of funds will be SBC’ed for FY23 instructional and start up costs.

- b. CHE: Received \$15,000 in undergraduate research awards, spent \$8,500 from the Foundation for student scholarships, and used \$28,000 in IDC funds for equipment repairs.
- c. ENG: 1) Received nearly \$18,000 in Fell and Sage grants to host cultural and literary events, such as the Claudia Rankine poetry reading. 2) Used Foundation funds for scholarships (\$11,000) and speakers (\$11,500) among other things. 3) Received grant substantial funds for *Obsidian* and “Cinema of Femi Odugbemi.”
- d. GEO: Used substantial dollars from its Foundation accounts to pay for student scholarships (\$34,300), course field excursions, student research support and travel, faculty research support, the departmental newsletter, and departmental promotional materials.
- e. HIS: Spent \$37,000 on student scholarships and \$14,750 on a program to recruit first-generation students and students from underrepresented groups.
- f. LAN: Spent Foundation funds to support faculty conference travel and registration.
- g. MAT: Dedicated Foundation funds for student scholarships and actuarial exam fees, RSOs, honoraria for external speakers, and to support the development of the online Actuarial Master’s degree.
- h. POL: Spent \$20,758 in Foundation funds to recruit high-achieving new students, pay for student scholarships, and support student research and Mock Trial.
- i. PSY: 1) The Autism Place was awarded \$520,000, which funded GAs and a Postdoctoral Fellow. 2) Various faculty procured \$165,000 in contracts from local schools and social services agencies to graduate students to fill professional level positions. 3) The large and growing Foundation account(s) funded numerous initiatives ranging from student research to the School Psychology Institute Day.
- j. SOA: Received \$67,000 in grant and administrative buyouts. Those funds were used for instruction, summer stipends, program review, and computer recaps as well as to purchase teaching materials in Archeology.
- k. SWK: Spend Foundation funds for student scholarships and for assistance to students experiencing hardships or emergencies.

III. MAJOR OBJECTIVES FOR FY23

- A. Transition to and Support New CAS Leadership
- B. Develop New CAS Strategic Plan
- C. Continue to Support and Promote EDI Efforts at the College Level and in Academic Units
- D. Continue to Work with Academic Units to Promote Student Success
- E. Foster Faculty Success by Providing Adequate Startup Packages and Significant Support for Travel



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