

Illinois State University Academic Affairs: FY21 Planning Document

Units in Academic Affairs are requested to submit an Annual Planning Document – including a narrative report and PERS forms (as applicable). Please note the planning document will be uploaded to the Provost Office website following the presentations.

The public presentations of both the Annual Report and Planning Document will be held at the Alumni Center, Room 118. An agenda for this event will be posted on the Provost's website in March.

Planning, Research, and Policy Analysis Office will send out the following reports to all colleges/departments/schools: Credit hour report by appointment type, FTE NTT data report and Academic Program Profiles. For consistency across all units, it is important that you utilize this data when referencing credit hour data, FTE, headcount, etc.

Narrative (Word format) and PERS forms– **Due March 18, 2020 unless otherwise noted.**

- **Dept/Schools:** The College will send the templates to your Unit
- **Colleges:** Access the templates in the Budget Docs Drive: Working Folder. Final Submission uploaded to your Budget Docs Drive: FINAL Folder

I. Major Objectives for FY21

Describe the unit's most important objectives. Outline how the objectives support the mission/goals of the Unit/Department/School, College and *Educate•Connect•Elevate*.

Regarding CeMaST's Goal 1 (empower ISU-led STEM leaders in the solving of societal problems), FY21 objectives include continuing and expanding the **early career learning community** that was begun in FY20, which has provided mentorship to pre-tenure faculty in grant-writing, strategizing funding proposals, and synthesizing research agenda and teaching responsibilities to mature into a teacher-scholar. CeMaST also seeks to continue serving as co-PI on grant proposals to fund projects in which **CeMaST enables broader impacts of ISU-led research**; in other words, we endeavor to provide a supportive role regarding STEM education and outreach related to ISU-led research, such that funding applications become more competitive with our participation while we are able to provide high quality educational programming.

Regarding CeMaST's Goal 2 (support the integration of evidence-based instruction into STEM classrooms), in FY21 CeMaST will be leading the proposal for the **HHMI Driving Change opportunity**, which seeks to address underrepresentation in the sciences by adapting the Meyerhoff model (an undergraduate science education model demonstrated to be successful in enhancing diversity and inclusion in the sciences) to ISU. The application process for this funding opportunity is lengthy, but if funded, this program would begin in the fall of 2021. The CeMaST Director and Associate Director (Barrett) will also continue to participate in the **GROWTH Change Team**, which seeks to provide professional development to faculty to improve their instructional quality, particularly as it relates to supporting students who identify with an underrepresented group. The CeMaST Director also continues to serve as a **mentor for STEM faculty** who seek assistance in improving their instruction by providing teaching observation and confidential feedback, and two CeMaST staff (Christensen and Hagaman) provide **professional development to K-12 teachers** for improving their STEM instruction. CeMaST will continue to host the **High School Research Symposium** and **Illinois Summer Research Academy** events, both of which provide high school students opportunity to participate in research, a high-impact practice demonstrated to support persistence in STEM, particularly among students who identify with under-represented groups. Finally, we will again provide **STEM day camps** to middle school students, which also provides **opportunities for ISU teacher candidates to practice evidence-based STEM teaching**.

Regarding CeMaST's Goal 3 (serve communities who are currently marginalized by mainstream STEM), in FY21, we will continue the **STEAMtalk podcast**, which seeks to make STEM research more approachable by the general public, particularly Generation Z and millennials. Addressing underrepresentation in STEM fields and enhancing diversity, inclusion, and equitable STEM teaching practices will continue to constitute a **diversity and inclusion thread throughout all CeMaST-led funding applications**. As such, we seek to **normalize equitable teaching practices throughout CeMaST's grant-funded projects**.

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II. Permanent Funding Requests

Any initiative that would require permanent funding, currently not a source of funds available through the Office of the Provost, should be outlined in this section. A detailed explanation of the need and budget rationale should be provided. Requests for permanent funds should not be included in the Provost Enhancement Requests. Please complete the PERM Request spreadsheet to identify prioritization and total fiscal implications of the College's requests.

We request permanent funding to hire a CeMaST-based Principle Investigator/Grant Writer. Employing another STEM education expert who can contribute to grant writing, mentor early faculty in grant-writing, and lead grant-funded STEM education projects will enable CeMaST to better reach its goals and fulfill its mission. This request was inspired by comparison of CeMaST with aspirational STEM education centers, namely the Science Education Resource Center at Carleton College and the Office of STEM Education Partnerships at Northwestern University. Both of these centers have about twice the number of staff that we have, but unlike CeMaST, a majority of their staff participate in grant-writing activities. They are able to do this because these staff hold both expertise in some area of STEM education but also have grant-writing experience. The synthesis of these two skill sets means that numerous people on their staff, not just the Director (as is the case with CeMaST) can serve as PI or co-PI on grant-funded projects, thereby allowing a greater number of projects, and likely, higher quality projects due to the opportunity to brainstorm and collaborate with similarly experienced peers who have complementary skill sets. Because this person would need both STEM education expertise and grant-writing experience, they would be equivalent to at least a mid-career faculty member. Therefore, to estimate the requested salary for this position, the mean salary for an ISU Associate Professor in 2019 was used. The ultimate goal, however, would be for this person to enhance the grant-writing capability of CeMaST to such an extent that eventually, this person's salary could be covered by recovered IDCs.

We also request permanent funds to hire a CeMaST-based STEM Education Program Evaluator. Employing an evaluator at CeMaST would enable in-house program evaluation for any ISU-led STEM education program. Furthermore, an evaluator would enable more systematic data collection on CeMaST programs, thereby enabling evidence-driven improvements. This person would be available to consult with any faculty member during grant-writing, so that they are better able to submit a competitive proposal. Finally, this person would be available for contracts for services, in cases when outside entities must hire an evaluator for their STEM education program. Again, inspiration for this request arose during comparison of CeMaST with other STEM education centers, many of which have an in-house evaluator to inform continuous improvements of their outreach programming, as well as serve the broader university community and be available for external evaluation contracts. The estimated requested salary for this position was determined by accessing the national mean salary for a mid-career evaluator from [payscale.com](https://www.payscale.com). Again, we would intend for this person to enhance CeMaST's ability to secure external funding to such an extent that eventually, this person's salary could be covered by recovered IDCs.

III. Reassigned Time Report for FY20 – Due March 6, 2020

Please complete the Reassigned Time Spreadsheet for your college, listing all tenure track and non-tenure track faculty along with teaching loads for the fall 2019 and spring 2020 semesters. While the "standard" teaching load may vary across school, department, and college, the standard TT teaching load is typically three courses per semester, while the standard NTT teaching load is typically four courses per semester. For any TT or NTT faculty member who was not assigned a standard load in the fall 2019 or spring 2020 semester, please provide a detailed rationale for the reassigned time (sabbatical, program coordinator, etc.).

Not applicable.

IV. Strategic Budgeted Carryover (SBC) Requests (PERS 937 spreadsheet) - Due June 12, 2020

Please provide a brief narrative that includes summary data regarding the number of SBC requests, the total amount of SBC requests, and which categories (see spreadsheet) rank the highest in terms of number of SBC requests, and total amounts per category. Choose several high priority requests, and succinctly present them so that they clearly illustrate the strategic necessity of the SBC request. *Refer to the SBC & PE Guidelines for more information.*

None.

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V. Provost Enhancement (PE) and Academic Enhancement Fee (AEF) Requests (PERS 937 spreadsheet)

Please provide a brief narrative that includes summary data regarding the number of PE and AEF requests. Similar to the SBC section, select several high priority PE and AEF requests to highlight in this narrative. *Refer to the SBC, PE, and AEF Guidelines for more information.*

Illinois Summer Research Academy is entering its 10th year as a one-week summer research experience for high school students. The goal is to bring excellent STEM students to campus before they have made their college attendance decision and influence them into choosing ISU. Over the past several years we have had 60-80 students pay \$500 each for the week. With each year both the interest by ISU faculty members in mentoring the high school students and the number of high student applications has grown. CeMaST has provided about \$3000 extra to cover the cost of supervision during the week, advertising, research expenses, and scholarships. Participating ISU departments and programs include Mathematics, Chemistry, Biological Sciences, and Geology, Geography, & the Environment. For some students we have been able to offer further need-based scholarships beyond this subsidy. Having the Provost's support would allow us to provide scholarships to up to 8 more students. This event will take place in June of 2021, and we anticipate similar success to all our previous years. We request \$3000 for FY21 to be spent in June 2021.

CeMaST hosts the annual High School Research Symposium, a well-established event for outstanding high school research students to share their research. We have grown to about 250 students from across central and northern Illinois and Chicago attending each year. CeMaST has been supporting HSRS with about \$1500 of variance money for the past nine years. The goal is to bring excellent STEM students to campus before they have made their college attendance decision and influence them into choosing ISU. Presentation judges come from across campus, including Mathematics, Chemistry, Biological Sciences, Physics, Technology, and Geology, Geography, and the Environment. However, as K-12 school budgets have become tighter, teachers have a more difficult time arranging buses to bring their students to the event. Having the Provost's support for student transportation and facilities costs would allow up to more students to attend. This event will take place in spring of 2021, and we anticipate similar success to all our previous years. We request \$1500 for FY21 to be spent in April 2021.

VI. Supplemental Instructional Capacity Request (Supplemental IC Request Spreadsheet) – Due September 8, 2020

Not applicable.

VII. Reassigned Time Report for FY21 (Reassigned time Spreadsheet) – Due September 8, 2020

Please complete the Reassigned Time Spreadsheet for your college, listing all tenure track and non-tenure track faculty along with scheduled teaching loads for the fall 2020 and spring 2021 semesters. While the "standard" teaching load may vary across school, department, and college, the standard TT teaching load is typically three courses per semester, while the standard NTT teaching load is typically four courses per semester. For any TT or NTT faculty member does not have a standard load, please provide a detailed rationale for the reassigned time (sabbatical, program coordinator, etc.).

Not applicable.

VIII. Personnel Requests: Tenure Track (PERS 936a spreadsheet)

Please provide a brief narrative that includes the total number of tenure track positions being requested along with the total salary amounts. Please succinctly present the rationale for several selected highest priority positions supported by appropriate metrics. *Refer to the instruction sheet attached to this document.*

None.

IX. Personnel Requests: Tenure Track Non-reappointment or tenure-denial/death (PERS 936b spreadsheet)

The College should request permission to fill any vacated tenure track position as a result of non-reappointment, tenure denial, or death. The primary funding source for these re-authorized positions will be the current salary from the vacated position. Additional AIF funds can be requested, but an appropriate justification will be required. *Refer to the instruction sheet attached to this document.*

None.

X. Personnel Requests: Non-Tenure Track Positions (PERS 936c spreadsheet)

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Please provide a brief narrative that includes the total number of non-tenure track positions being requested along with the total salary amounts. Please succinctly present the rationale for several selected highest priority positions supported by appropriate metrics. *Refer to the instruction sheet attached to this document.*