



COLLEGE OF  
ARTS AND SCIENCES  
*Illinois State University*

# CAS FY21 Planning Document



March 2020

## I. MAJOR OBJECTIVES FOR FY21

### College of Arts and Sciences Strategic Plan

The College of Arts and Sciences aims to continue building on its successes in line with its strategic goals as well as those highlighted in *Educate Connect Elevate*. As in years past, our principal focus will be to maintain and build upon our academic excellence and to continue to enhance the systems and infrastructure critical in supporting this excellence.

As evidenced from the table below, the goals of our Strategic Plan (2016-2021) align well with the seven core values of *Educate Connect Elevate*, including the pursuit of learning and scholarship, individualized attention, diversity and inclusion, respect, civic engagement, collaboration, and integrity.

CAS Strategic Goal	ECE Goal(s)
<b>Strategic Focus 1: Facilitate academic excellence</b>	Goals 1, 2, 3, 4
Goal 1.1: Develop and maintain rigorous academic curricula.	
Goal 1.2: Enhance and encourage support for individualized mentorship of student research and creative activity.	
Goal 1.3: Enhance support for our balanced teacher-scholar faculty in their teaching, research, and creative activities.	
<b>Strategic Focus 2: Enhance the communication and infrastructure supporting academic excellence</b>	Goals 1, 2, 3
Goal 2.1: Enhance communication and collaboration to support academic excellence.	
Goal 2.2: Develop and maintain technology infrastructure to support academic excellence.	
Goal 2.3: Enhance physical infrastructure to support academic excellence.	
<b>Strategic Focus 3: Diversify and enhance financial support for recruitment and retention of faculty, staff and students</b>	Goals 1, 2, 3, 4
Goal 3.1: Increase funding from external research grants and contracts.	
Goal 3.2: Maintain sufficient fiscal flexibility to respond to a rapidly changing environment.	
Goal 3.3: Increase opportunities for resource generation via mission-consistent services and consulting.	
Goal 3.4: Increase resources for recruitment and retention of diverse faculty and staff.	
<b>Strategic Focus 4: Share and promote our accomplishments in inclusive academic excellence, diversity, and social engagement</b>	Goals 2, 3, 4
Goal 4.1: Increase mission-consistent outreach and partnerships with our on-campus constituencies, including students, staff and faculty in the formation of a diverse civil society.	
Goal 4.2: Promote the local, state, national, and international visibility of the College's programs, student successes, and faculty and staff achievement with the off-campus constituencies.	

### College of Arts and Sciences Strategic Initiatives for FY21

In addition to being guided by our College of Arts and Sciences Strategic Plan, CAS has specific initiatives for FY21 as listed below:

1. 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 in order to position students advantageously for employment and graduate education
- Continue to develop new marketing material for the College that speaks to both the breadth of preparation from a liberal education and the value of interdisciplinary minors
- Work with the Career Center to provide professional development early in students' academic careers regarding their preparedness from a liberal education

Processes include:

- Promote these initiatives with CAS advisors
  - Promote these initiatives with U College advisors
  - Promote at Open Houses
  - Develop a CAS session/table at Preview
  - Coordinate discussions with employment sectors, such as those in an upcoming meeting with Country Financial
2. Partner with academic units and student support services to promote student success/retention.
  3. Continue to seek guidance and consultation from the College of Arts and Sciences' three Advisory Boards. Experts in employment sectors and the community can help 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
  4. Continue the assessment and update of the current strategic plan which sunsets in 2021. 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.
  5. Continue to communicate with CAS Senators regarding the policy initiatives of interest to the College.

6. Encourage greater and more effective use of social media platforms to better “tell our story,” both about the College and about departments and schools within the College.
7. Continue to promote CAS professional development series to target challenges in the classroom for teaching an increasingly diverse student population.
8. Continue efforts to promote diversity in faculty hiring and retention.

This planning document outlines the most pressing needs of the College for FY21. Support for these initiatives will help us achieve the aforementioned goals and ensure that we continue to recruit and retain high-quality students to whom we are able to offer premier undergraduate and graduate educational experiences in the humanities, social, natural, and mathematical sciences in Illinois.

## II. PERMANENT FUNDING REQUESTS

### 1. CAS-IT Salary Adjustments (\$43,272) *CAS Goals 2.2; ECE I.A.4, I.D*

CAS-IT provides essential infrastructure to all our faculty, staff, and students. Almost all of CAS-IT’s talented staff members have salaries substantially lower than their counterparts in other colleges and units across campus. The requested funds would be spread across seven positions receiving annual increases between \$2,995 and \$15,000 (specific information about individual salaries and proposed increases can be provided upon request). This request would enhance the infrastructure promoting academic excellence and foster the recruitment and retention of outstanding staff. *Total request: \$43,272.*

### 2. Restoration of Full Funding for Associate Dean for Research, Facilities, and IT (\$96,300) *CAS Goals 1.3, 2.1, 3.1; ECE I.D.5, II.B.1, II.B.2*

The College of Arts and Sciences requests the restoration of full funding to the position of Associate Dean for Research, Facilities, and IT. During the FY17 rescission the College of Arts and Sciences was required to cut \$1,365,904. Rather than pass the entire budget rescission to academic units serving students, the College absorbed significant cuts internally by reducing the FTE and salary for this position. CAS is ISU’s largest college with a robust research profile generating \$7,483,529 in external funding. Its sixteen departments and schools are dispersed throughout nine academic buildings with complex and sophisticated labs and learning environments. In addition, several academic units in CAS have unique, advanced IT needs for big data management, and CAS has been a campus leader with the implementation of IT processes such as Digital Measures. The size and scope of work within the College of Arts and Sciences justifies this being a 1.0 FTE. *Total request: \$96,300.*

### 3. Graduate Assistantship Enhancement (\$250,000) *CAS Goals 1.1, 1.2; ECE I.A.4, IV.D*

Enhancing graduate programs continues to be a critical component of our vision for the College. Funding for graduate assistants (GA) has a direct impact on instructional capacity and quality in general education and undergraduate major programs, while also providing critical support for faculty research and creative productivity. We continued to support graduate assistantships with some of our instructional capacity funds where appropriate. However, this highlights an ongoing structural concern. Reliance on instructional capacity and variance dollars to fund graduate assistantships limits the ability of faculty to recruit the best possible graduate students. That is, faculty may not know how many graduate students can

be admitted when it is not clear what level of support will be available to the students throughout their graduate careers. This is especially important in our doctoral programs (i.e., English, Biology, Psychology, Mathematics, Communication Sciences and Disorders), because many of our competitors at other institutions commit a specific number of years of assistantship funding to incoming students. As such, this initiative is partially a request to shift IC funds to permanent GA lines, which would enhance institutional strength and stability. *We request \$250,000 to allocate across our fourteen departments/schools with graduate programs.*

#### **4. Latin American and Latinx Studies (\$110,000) CAS Goals 1.3; ECE I.B.2, II.B.1**

The Latin American and Latinx Studies (LALS) program is growing rapidly and now has 48 students with a declared minor in LALS. Currently, it has two TT faculty with joint appointments, Dr. Alejandro Enriquez (LLC) and Dr. Jordan Arellanes (PSY), and LALS has partnered with four units on Strategic Cluster Hires for FY21. In addition to the \$25,000 (\$12,500 from CAS and \$12,500 from PE) LALS received in FY20, it also received \$10,000 in IC funds to support two sections of LALS 109, the gateway course for the minor. As a result of the growth in this program in terms of enrollment, resources, and visibility—and in keeping with the University’s emphasis on interdisciplinary programs—CAS seeks permanent funding for LALS to render its program status similar to Women’s and Gender Studies.

The proposal would entail moving the director’s TT line currently in SOA to the TT line in CAS (as is the director of WGS). Required funds include: \$32,000 to put the director on a 12-month salary; \$36,000 in NTT funds to the director’s home department to cover cost of instruction for him/her (similar to the process used with WGS); \$25,000 in the AP line (.50 FTE) for a colleague to teach one course per semester and advise students; \$10,000 for a GA; and \$7,000 in operating costs. Last year we also asked for funding in a CS line, but CAS now provides administrative support. The request would foster academic excellence and nurture diversity and inclusion. *Total request: \$110,000.* (The current budget for WGS is approximately \$169,082.)

\$32,000	Additional three months of summer salary (TT line of CAS 410)
\$36,000	NTT funds to be transferred to director’s home department/school
\$25,000	AP position to teach one course per semester and advise students (half-time)
\$10,000	Graduate Assistant (full-time)
\$7,000	Operating costs for director travel, office equipment, contractual (speakers and programming, etc.)
<b>\$110,000</b>	<b>Total Request</b>

#### **5. Startup Costs (\$150,000) CAS Goals 1.3; ECE I.B.1, II.B.1**

CAS’s largest annual allocation—startup funds for new faculty—rests on its most volatile foundation: SBC and PE funds. Each year we aim to ensure that adequate startup funds are available for future hires—funds that represent critical investments in faculty retention and productivity. Without appropriate startup funds, the College’s ability to attract competitive faculty into the University is seriously compromised. Our searches for faculty beginning in FY21 included startup packages of \$150,000 for an evolutionary biologist (BSC) and \$118,000 for a physical chemist (CHE). (Importantly, such startup investments in the sciences are almost always recouped in the form of IDC revenue from successful grantsmanship.) CAS’s portion of these two startup packages alone equals our entire equipment budget for one year. Currently, CAS funds startup packages from the equipment base budget, indirect cost (IDC) money, significant SBC dollars, and generous Provost Enhancement funds of around \$150,000. We anticipate startup costs for FY21 to be \$431,000. To help offset some of the pressures we are facing with

startup costs, we plan to SBC \$250,000 in temporary GR funds and request \$150,000 in essential Provost Enhancement funds. Several of our departments will also SBC funds to supplement startup costs. To stabilize our startup program and decrease the absolute reliance on massive SBC and PE funds, CAS requests \$150,000 in permanent funds to allow us to better plan each year for these expenses. The request would also enable us to enhance startup packages, thereby promoting ISU's strength and stability by attracting and retaining exceptional faculty. *Total request: \$150,000.*

**6. Faculty Summer Stipends (\$200,000)** *CAS Goals 1.2, 1.3, 4.1; ECE I.A.3, I.A.4, I.B.1, IV.B.2*

Numerous faculty members serve in administrative roles and work over the summer to fulfill essential functions, including graduate and undergraduate advisement, recruitment efforts, assessment, reporting, and internship placement. Most departments lack permanent funds to support these tasks (less than 15% of stipends are paid with permanent funds). Summer stipends are typically paid, when available, from temporary variance. In recent years, units have been asked to use temporary variance for direct instruction before requesting IC funds. This leaves few funds to support summer administrative duties. Last year CAS collected data on summer stipends and found that units distribute over 40 stipends ranging from \$1,000 to \$14,000, with an average of \$5,000. Based on this data, we are asking for funds to support 40 stipends at \$5,000 each. The addition of \$200,000 to our permanent budget would stabilize workload expectations and ensure that faculty who assume these additional responsibilities over the summer are fairly compensated. *Total request: \$200,000.*

**7. Communication Sciences and Disorders – Academic Advisor (\$72,174)** *CAS Goals 1.1, 2.1; ECE I.A.1, I.A.2, IV.C.2*

CSD's current academic advisor is also its Clinic Director. She not only supervises all clinic operations, but also advises all CSD's 233 undergraduate and 100 graduate students. Clinic operations have grown because of changes created by insurance billing and increases in numbers and types of clients seeking our services. As a result, the Clinic Director position has now become a full-time responsibility, and CSD needs to address this reality by giving academic advisement responsibilities to another person. The hiring of an academic advisor would promote recruitment and ensure student success by assisting retention efforts of both our undergraduate and graduate programs. *Total request: \$72,174.*

**8. Physics – Planetarium Director Supplemental Salary (\$14,607)** *CAS Goals 4.2, ECE I.B.1*

Now that the University has invested in the Planetarium, it makes sense for the facility to remain open year-round. Such a schedule requires restoring the Planetarium Director's traditional 12-month status; currently, the Director has a 9-month contract (permanent funds) and one month of summer salary (agency funds). Permanent funds for the summer months would fix a structural flaw in the department's budget and allow planetarium revenue to be used for planetarium maintenance, employing student workers, and purchasing new shows. The request to cover three months of summer salary would facilitate the retention of outstanding staff and improve institutional effectiveness. *Total request: \$14,607.*

**9. Economics – Recruitment and Retention Support (\$7,500)** *CAS Goals 1.3, ECE I.A.1, I.A.2, IV.C.2*

The advisor for the Department of Economics is currently on an NTT line with a 9-month contract (75% teaching, 25% advising). In summer, he is still engaged in advising responsibilities, including meeting with transfer students on Transfer Days. In addition, he attends all Preview and Academic Fairs/Open Houses during the summer on behalf of the Department. To date, the advisor has received partial (\$5,500) compensation from the Department, but he works approximately 200 hours or five weeks in summer. At his current salary, a fair compensation would be \$7,500—an expense that would support our academic advisor's recruitment and retention efforts during the summer. *Total request: \$7,500.*

**10. Chemistry - Stockroom Assistant/Manager Supplemental Salaries (\$10,640) CAS Goals 2.2, 2.3, 4.1; ECE I.D.5, II.C.3**

In order to find new ways to fund previous positions, CHE requests \$6,500 to cover three months of additional salary for its Stockroom Assistant, who is currently funded for nine months. We are also requesting \$4,140 to fully support our Stockroom Manager. The sensitive nature and potential hazards of a chemical stockroom do not lend themselves to staffing by student workers for the majority of the time, and the nature of our course offerings requires more than a single civil service employee to perform the duties. Having a permanent budget line for these activities will allow for better long-term planning of the responsibilities of these positions. In other words, it would constitute a best practice to improve sustainable operations and institutional effectiveness. *Total request: \$10,640.*

**11. Physics – Laboratory Support Staff (\$50,000) CAS Goals 2.2, 2.3, 4.1; ECE I.D.5, II.C.3**

The person in this essential position would fulfill standard support duties such as lab set-up and take-down, storeroom management, equipment repair, and demonstration equipment support. S/he would also fulfill faculty support roles in designing and developing new demonstrations and lab exercises as well as in assisting the Department's co-curricular projects (ISU solar car, trebuchet, and Innovative Design Project). Nearly every physics department in the nation has such a position, and it will become even more essential if ISU proceeds with an on-campus engineering program. The new position would have a physics degree requirement for enhanced functionality in lab development and pedagogy at all levels. *Total request: \$50,000.*

**12. English – Publications Unit Supplemental Salary (\$3,879) CAS Goals 2.2, 2.3, 4.1; ECE I.D.3, II.C.2, II.C.3**

The Assistant Director of the Publications Unit currently holds a 9-month appointment in the Department of English. However, because of the administrative requirements of the job, this employee is currently working additional unpaid weeks beyond ISU's academic year to prepare program events and close out publishing projects. Therefore, we request that this position, like the position of Director of English Education a year ago, be extended to a 10-month appointment in order to retain outstanding staff and improve institutional effectiveness. *Total request: \$3,879.*

### III. STRATEGIC BUDGET CARRYOVER PLANS

We continue to appreciate the opportunity to carry over dollars between fiscal years because doing so makes it possible to further our strategic missions in fiscally responsible ways. In particular, SBC funds have been instrumental in fulfilling our ability to offer competitive startup packages, execute facilities projects, and enhance our instructional capacity. Tentatively, CAS plans to SBC funds for the purposes and in the amounts specified below:

1. Startup Packages	\$250,000
2. Instructional Capacity	\$ 50,000
3. Summer Salaries	\$245,145

## IV. PROVOST ENHANCEMENT (PE) FUND REQUESTS

### 1. Startup Costs (\$150,000) *CAS Goals 1.3; ECE I.B and II.B*

See the rationale above (Permanent Funding Requests) regarding our need for startup funds. If we are not provided permanent funding, we would greatly appreciate a temporary cost share for FY21. CAS plans to SBC approximately \$250,000 in order to help meet our \$431,000 in expected startup costs, but \$150,000 in PE funds would again be instrumental in allowing CAS to fulfill its obligations.

### 2. SLB Emergency Power (\$50,000) *CAS Goal 2.3; ECE I.B, II.A, II.B*

Emergency back-up power in 24 labs in SLB was placed in inaccessible locations during original construction. This renders the outlets useless, as the extension cords needed to power the instrumentation (a) must be put in place manually during loss of power and (b) can only be used temporarily during loss of power. Thus, there is no functional backup power for delicate instrumentation and freezers which store the programmatic life's work of BSC researchers and materials necessary for instruction.

### 3. CAS – SLB Expansion/Renovation Plans (\$7,000,000) *CAS Goals 2.2, 2.3; ECE I.C.4 and II.C.1*

Even after a painful exercise in space reallocation this spring, the Department of Chemistry remains without office space and research labs to accommodate tenure-line faculty. As a result, the Department has tenured (and in some cases grant-funded) faculty who are in shared, inadequate research labs. There is no place to put the necessary new faculty. Likewise, Biological Sciences has attracted gifted scholars who have an obligation to publish with their many M.S. and Ph.D. students. This wonderful growth in research focus, combined with emeriti faculty who remain active and grant-funded, means that BSC is similarly in a space quandary. With the PE funds (\$100,000) from FY20, HED was contracted to develop a plan for renovations designed to better use the existing SLB space. By moving less frequently used programmatic instrumentation to the basement and by creating additional space, the plan includes a dedicated flex-space science lab classroom and three research labs hosting four investigators, all of which include credit-generating student investigators. This estimate covers design, construction, moving, and initial capitalization of more space necessary for existing demand. Note that this "modest" project does not address the increased demand for science courses that potential engineering programs would create.

### 4. CAS – Interdisciplinary Program Support (\$25,000) *CAS Goals 1.1, 1.3, 2.3, 4.1; ECE II.A,III.C.4*

CAS oversees several interdisciplinary programs—Women's and Gender Studies, Latin American and Latinx Studies, and African-American Studies—at the heart of ISU's initiative to promote diversity and inclusion. The latter two programs have no permanent funding. Instead, CAS has underwritten Latin American and Latinx Studies for many years with temporary funds (\$25,000) and more recently began providing similar funds for African-American Studies (\$12,500). Administrative support for AAS and LALS now comes from CAS. In recent years, we are grateful to have received PE funds totaling \$25,000 for these programs. We are now making a similar request for FY21. Funds support programming, operations, GAs, and summer stipends for directors.



**5. Faculty Travel Supplement (\$80,000) CAS Goals 1.3, 3.4; ECE I.B, II.B, and IV.B**

Travel is a requirement of faculty members' work, as colleagues are expected to present their research (and engage in networking) at professional conferences. In addition, for many disciplines, travel to archives, libraries, field sites, and other universities is essential for research itself. In other words, for many faculty travel is as essential to research as laboratories are for others. Currently, CAS has funds to provide approximately \$700 annually per tenure track faculty member—less than the amount to attend a single conference. Consequently, faculty pay significant out of pocket expenses to perform their jobs. PE funds worth \$80,000, supplemented by \$16,000 from CAS, would allow us to allocate \$1,000 per TT faculty member for travel. Last year CAS received \$80,000 in PE funds for computer recaps. This year we request \$80,000 for travel instead.

**6. Student Teacher Supervision Travel (\$39,400) CAS Goals 1.2; ECE II.C**

Preparation of teachers is at the heart of Illinois State's historic mission and a recurring point of pride for the University. Yet much of this mission-critical enterprise is funded by temporary dollars, and the overall trend is clearly one of increasing costs. In the past, the College has received very generous enhancements from the Office of the Provost. These enhancements have made it possible for all student teacher supervision travel expenses to be reimbursed. We remain deeply grateful for these funds and respectfully request \$39,400 for FY21.

**7. COM – Funding for the Vidette (\$186,557) CAS Goals 4.1; ECE IV.B, ECE IV.C**

This request reflects the negotiated amount of funding to keep the *Vidette* operational for FY21.

**8. GEO – Acquisition of Scanning Electron Microscope (SEM) (\$295,900) CAS Goals 1.2, 3.3, ECE II.B, II.C, IV.B**

We request a field emission scanning electron microscope (FE-SEM) with a cathodoluminescence (CL) detector and energy dispersive spectrometry (EDS) capabilities at ISU to be used in the Geology, Physics, Chemistry and Technology departments. The instrument will be integrated into and managed as part of the ISU Laboratory for Environmental Analyses (LEA). Proposed geological research includes applications to mineralogy, petrology, sedimentary geology, structural geology, geochronology, and paleontology. Physics and chemistry research will allow growth in the areas of drug-delivery systems, on-scene forensic analysis, drug diagnostic analysis, nanophotonics, and plasmonics. Technology research will enable materials science research involving microstructural and compositional characterization of microplastics and sustainable construction materials. The opportunity to complete analyses in-house at ISU will substantially advance our research activities, those of researchers at nearby institutions, and allow greater engagement of undergraduates.

## V. ACADEMIC ENHANCEMENT FEE (AEF) FUND REQUESTS

### 1. GEO – Facilities Renovation, FSA 434 (\$130,231) *CAS Goals 1.1, 2.3; ECE I.D, II.B*

GEO requires \$165,231 but requests \$130,231 to complete a renovation and upgrade of one of its only two medium-sized classrooms (FSA434). This renovation will allow the Department to address an important outstanding safety issue by relocating our only emergency eye wash/shower to a more appropriate space and install new counter mounted eye wash. In addition to the safety issue, our majors spend a considerable proportion of their time in this space each day. They take several of their core classes and electives in this room accommodating 30 seats. Outside of class, they spend many hours there studying and networking. The area is, however, in critical need of an upgrade of its furniture, flooring, and other infrastructure, which is at least 50 years old. The renovation of this space will provide GEO the opportunity to better align its usage with our current instructional and advising needs. In addition to addressing academic space needs, this renovation will provide a welcoming environment for students to meet with alumni, for co-curricular meetings, and for student meetings on group projects. This will enhance students' affiliation and identity with their academic home, which should have a positive impact on retention. The project's completion will also enable us to upgrade existing infrastructure such as fume hoods as well as storage spaces for instrumentation and teaching materials presently held in unsecured areas. Over the past five years, GEO acquired over \$50,000 in new scientific infrastructure for teaching; much of it is currently housed in this room in unlocked cabinets. The total cost of the project is \$165,231, but CAS is willing to contribute \$35,000 as a cost share. Thus, we request \$130,231 in AEF funds.

### 2. PHY – Completion of Moulton 309 Renovation (\$23,500) *CAS Goals 2.3; ECE II.C*

Moulton 309 was last upgraded over 20 years ago and is definitely showing its age. Additionally, the room was set up so that the instructor for the class was able to use a Smart Board and a single white board. Several of our new faculty members prefer to rotate the classroom 90 degrees where there are three large white boards along the wall. In its old configuration (with four rows of tables) it was not possible to use the three white boards. The total project cost is \$52,000. With a \$19,500 contribution from CAS and \$9,500 from PHY, items one and two as well as budgeted furniture were accomplished in FY20. \$23,500 in FY21 would complete the project, which will result in a dynamic learning space.

### 3. CHE – Facilities Upgrade for Structural Determination Lab (\$46,500) *CAS 2.3; ECE I.B; II.B*

CHE has succeeded in securing external funding from the National Science Foundation for three major pieces of instrumentation over the past few years. The instruments are currently housed in a facility in a piece-meal fashion with cobbled infrastructure from property control and small projects to upgrade power and plumbing. A rational design is needed to make this a showcase room more conducive for preparatory work and the teaching and research that need to occur in it.

### 4. PHY – Recapitalize Lower Division Labs (\$43,682) *CAS Goals 1.1, 2.2; ECE II.A*

A large portion of the equipment used for teaching PHY undergraduate labs is older than the students, and much of it is reaching the end of its useful lifetime. The problem is exacerbated by the fact that PHY has not had a lab support specialist to maintain the lab and demonstration equipment (see PERM Requests). Students deserve to use equipment that is more representative of current technology. We are requesting both general-purpose equipment that can be used in a number of different labs as well as some specific

equipment for particular experiments. See the quote for specifics. Altogether, an upgrade of our lower division lab instrumentation would enhance enrollment and promote student success.

**5. GEO – Hand-Held Analyzer (\$29,382) CAS Goals 1.2, 2.2, 3.4; ECE I.A, II.B, and IV.B**

Hand-held XRF analyzers are routinely used by field and lab-based geologists to produce precision measurements of abundances of major and trace elements in rock and soil samples. These devices can generate geochemical data from analyses of as many as 200 sample points per day. Prices for hand-held units have fallen significantly from well above \$50,000 a decade ago, to less than \$30,000 with educational discounts (see attached quote from the Thermo Scientific vendor). Geochemical data from these devices are routinely reported in peer-reviewed research papers and professional society presentations. The requested hand-held XRF analyzer will permit ISU faculty and students to acquire geochemical data sets in both the field and on-site in our existing teaching spaces without the need to use analytical labs on other campuses or state or federal government agencies. The requested hand-held XRF analyzer would have many applications and provide opportunities for ISU students and faculty to develop geochemical data sets for course-related projects in the mineralogy, petrology, sedimentology, and stratigraphy courses (all core courses in the Geology program). It would also prove valuable for faculty-student research collaborations conducted by Drs. Banik, Day, Malone and Tranel.

**6. PHY – Renovation of MLT 307/Teacher Ed Classroom (\$21,148) CAS Goals 2.3; ECE II.C**

Moulton 307 is a small classroom (approximately twelve students) specifically set up for the Physics Teacher Education program. This room was last updated over twenty years ago and, like Moulton 309, badly needs an upgrade. In recent years, PHY has also used the room to teach its smaller upper-level courses. To renovate the room and render it a positive and attractive learning and teaching space, we plan to replace the window shade, purchase updated furniture, paint, and install new carpeting.

**7. GEO – Facilities Renovation – FSA 420 (\$71,800) CAS Goals 1.1, 2.3; ECE I.D**

GEO requests partial funds to renovate and upgrade our main geology teaching and research laboratory in FSA 420. This space is used by most faculty members for storing, analyzing, and processing field samples in teaching and research. This science lab has not been updated for at least 25 years. Renovating this space will improve our teaching lab environment in several classes and serve as appropriate research space for our faculty. This change is important with respect to faculty and student recruitment and retention. The total cost for the project is \$106,800, but GEO will contribute \$35,000. Hence, \$71,800 is requested to complete the project and make FSA 420 a state-of-the-art teaching and research laboratory.

**8. PHY – Recapitalization of Upper-Level Labs (\$20,636) CAS Goals 1.1, 2.2; ECE II.A**

Presently, almost all of the experiments offered in the Advanced Lab course were originally carried out in the early to mid-20th century. Dr. Manna plans to develop two state-of-the-art experiments that were originally carried out only a few years ago. (Determining bandgap of semiconductor using absorption spectroscopy; optical trapping and manipulation of nano-objects.) This request is for equipment needed to set up and run these experiments, which provide the students a critical grasp of modern scientific techniques. The experiments, and the equipment needed to conduct them, will also be of benefit to students in an Electrical Engineering Physics program.

### 9. SOA – Furniture for SCH 396 (\$13,291) *CAS Goals 2.3; ECE I.D, II.A*

SCH396 is the Ethnography Teaching Laboratory and is in use by various classes in both SOC and ANTH almost every hour of the day. This room is also used for all senior research presentations and thesis defenses in both programs. The current furniture is very worn and, more importantly, does not allow for easy rearranging of the space to facilitate collaborative learning projects and activities. The tables and chairs do not have casters and are heavy and difficult to move, in addition to being very worn out and, in many instances, broken. The new furniture will incorporate ‘nesting’ tables that can easily be moved and arranged to accommodate a diversity of learning objectives and activities. The chairs will be on casters to also allow for easy reconfiguration depending on the specific need of the classroom.

**NOTE:** CAS or other units will cost share with the Provost Office on several of the preceding requests.

#### Cost Share Requests for FY21

1. Startup Costs (\$281,000 from CAS)
2. Interdisciplinary Programs (\$25,000 from CAS)
3. Faculty Travel Supplement (\$16,000 from CAS)
4. Renovation of FSA 434 (\$35,000 from CAS)
5. Renovation of FSA 420 (\$35,000 from GEO)

## VI. TENURE & NON-TENURE TRACK PERSONNEL REQUESTS

CAS received 28 tenure-line faculty position requests for FY21; fifteen are listed on the PERS 936A while four represent strategic cluster hires and appear on the PERS 936SCH. CAS has no tenure track faculty requests related to non-reappointment, tenure-denial, or death. Eleven units requested full-time NTT faculty positions for FY21. Although all eleven requests were meritorious, because of limited funding CAS is asking for only two NTT lines (PERS 936C) that it deems absolutely critical to the viability of the units requesting them.

The ranking shown below is based on the following criteria:

- Enrollment in recent years
- Enrollment-growth potential
- Average credit hours per tenure track faculty
- Total credit hours generated
- Average annual course load per faculty member
- External pressures (e.g., accreditation)
- Programmatic needs
- Recent trends in faculty base (hires, retirements, etc.)
- New department/school leadership

**Tenure-Track Requests** (All requests are at the rank of Assistant Professor)

Priority Rank	Unit	Specialization/Discipline	Startup Requests
1	BSC	Microbiologist	\$175,000
2	PSY	Industrial-Organizational/Quantitative Psychologist	\$10,000
3	CHE	Physical/General Chemistry	\$100,000
4	HIS	History of Science	\$3,500
5	ENG	TESOL/Applied Linguistics	\$7,000
6	MAT	Applied Math/Computational Algebra	\$35,000
7	COM	Public Relations	\$15,000
8	ECO	Macroeconomics and Time Series Econometrics	\$15,000
9	SWK	Specialization Open	\$2,000
10	MAT	Statistics	\$35,000
11	PHI	Philosophy of Science	\$2,000
12	COM	Mass Media	\$15,000
13	ENG	Linguistics	\$7,000
14	ENG	Children's Literature	\$7,000
15	SOA	Race and Ethnicity	\$4,000

**Strategic Cluster Hire Tenure-Track Requests** (All requests are at the rank of Assistant Professor)

Priority Rank	Units	Description	Startup Requests
1	PSY/WGS	Clinical Counseling Psychologist/Women and Gender	\$10,000
2	COM/LALS	Digital Activism and Spanish-language Social Media Analytics	\$15,000
3	ENG/LALS	Latinx Literary and Cultural Studies	\$10,000
4	SOA/LALS	Cultural or Linguistic Anthropologist in Latinx Studies	\$4,000

**Non-Tenure Track Requests**

Priority Rank	Unit	Courses/Justification
1	BSC	BSC Teacher Education courses and coordination; this is a conversion of a TT position to an NTT position and is vital to the teacher ed program
2	WGS	WGS 120—the cornerstone of the minor and Queer Studies certificate; permanent NTT funding was a major recommendation of the WGS external program review and is necessary for program stability



**COLLEGE OF  
ARTS AND SCIENCES**

*Illinois State University*