This is the time of year the Dean’s Office completes our budget request for FY 04. Thus, we have been preoccupied over the past ten days pulling together the final document. Resources are critical. Many of the comments received from faculty in response to the question on my annual evaluation about how we can help you do a better job were resource related.

The budget process actually goes on all year long as we take note of needs as they become apparent throughout the year. It formally began last fall when department chairs assembled the needs for each department and made presentations about those requests in late December. This year, the Strategic Issues and Planning Committee of the CAST Council sat in on the budget presentations and at a subsequent meeting had the opportunity to comment on their perceptions about the most critical needs in the College. In January and February, the two Associate Deans and I deliberate and evaluate requests and gather additional input and information about requests to prioritize the College’s needs.

The written budget document was due this week. Each college will make budget presentations to the University community from 8:00—10:00 a.m. in Stevenson 410 on March 19, 20, and 21, 2003. I will make the presentation for CAST at approximately 8:30 a.m. on March 20. These presentations are open to the public and you are welcome to attend any or all of them.

Beginning next week, each Department will have a copy of the budget if you are interested in seeing it. After each college makes its budget presentation, the Power Point presentation itself is made available on the Provost’s web site.

We have asked for funding for many new and continuing initiatives. Following are a few highlights of these requests. A major need is to restore operational funds for departments. During the budget rescissions of the past 18-24 months, departments have given up already inadequate operational dollars in order to keep a high level of staffing. Because of inadequate operational dollars, departments are now making budget requests for day-to-day operating expenses. These operating funds need to be restored.

Our major focus for personnel requests was to redress staffing problems in program areas with inadequate staffing because of rapid, recent growth in the number of students and/or a heavy commitment to General Education in addition to strong student demand for a major. Faculty members in the College are among the most productive in the University as evidenced by a high Student Credit Hour/Faculty Teaching Equivalency ratio. Reducing this ratio requires fewer students to teach or more teaching capacity. We have asked for more teaching capacity through new faculty lines but may have to take the other alternative if it is our only option. We have also asked for additional Graduate Student support both in the number of GAs employed as well as salary enhancements for GAs in some areas where we are paying below market for the discipline.

Finally, we have asked for several facility enhancements including adequate funding to complete the Caterpillar Advanced Computing Laboratory in Old Union, Phase II of the improvements to the Ropp Agriculture Building, and a technology enhancement proposal for the College that includes smaller requests from several CAST departments.

Will we receive all of our requests? Not likely. But, the budget document makes public our need for a variety of specific resources that will make CAST, through new and continued initiatives, a better version of itself. What we do makes a difference to our students, Illinois State University, and the State of Illinois. Thank you for all you do, it makes advocating for your needs an easier task.

More later............

JRR

CAST OFFICE
FAQs: How are IDEA scores adjusted?
Many published studies have found a number of factors that influence student ratings but are beyond the instructor’s control. IDEA adjusted scores are most important when the student ratings are being used for summative judgments in a faculty evaluation system. The purpose of adjusting scores is to “level the playing field” so that faculty aren’t penalized for factors over which they have no control (like student desire to take a required course, class size, and student work habits).

The identification and measurement of relevant circumstances that are beyond the instructor’s control is a continuing process. Currently, IDEA considers 5 factors in computing adjusted scores—student general work habits, student motivation to take the course, student effort in that course, course difficulty, and class size. Three of the adjustment components are measured directly – student work habits, student motivation, and enrollment.
CAST OFFICE, continued…

“Student work habits” is generally the most potent influence followed by student motivation. They are directly measured with student responses to item 43, As a rule, I put forth more effort than other students on academic work and item 39, I really wanted to take this course regardless of who taught it. Classes with students who typically work hard on their studies and are highly motivated to take a course, regardless of who the instructor is, generally receive more favorable ratings. Unless ratings are adjusted, the instructors of such classes would have an unfair advantage over colleagues with less motivated and dedicated students. Detailed analyses that support this can be found in IDEA Technical Report 12. (http://www.idea.ksu.edu/resources/techreports.html)

The enrollment number provided by the instructor on the Faculty Information Form directly measures class size. Class size does not enter into the adjustments for every objective and does NOT have a very strong influence on the scores. Research shows that when it does influence ratings, those teaching small classes have an advantage over those teaching large classes; in the interest of fairness, ratings should be adjusted to take this into account. The adjustments work like you would expect – larger classes have positive adjustments, while smaller classes have a negative adjustment. Again, adjustments due to class size are quite modest.

Two other items have been shown to be relevant extraneous circumstances—average ratings of Item 35, Difficulty of subject matter and Item 37, I worked harder on this course than on most courses I have taken. However, scores on these items cannot be used as direct measures of extraneous influences because each of them was, to a degree, under the control of the instructor. Obviously, the instructor controls many factors that make a course difficult or easy. Similarly, instructors can influence the amount of effort a student puts into a course through assignments as well as by stimulating student interest. Measures of these “instructor-controlled” factors are used to develop “expected” ratings of “difficulty” and “effort.” These are subtracted from the obtained averages on these items to obtain residual score measures of student effort and course difficulty not attributable to the instructor. Again, IDEA Technical Report 12 can provide you with more information about how residual scores work.

CAST RESEARCH OFFICE
Call For Books Authored By CAST Faculty

During 2002, eleven books were authored by CAST faculty members. While a copy of one or more of them may already be on display in the CAST Dean’s Office, there are some that are not. CAST authors, if you have yet to do so, please consider providing the CAST Dean’s Office with a copy of your latest book so that it might be proudly placed on display.

New Books on Research Office Library Shelves Are Ready for Loan

Three books have recently been purchased for the CAST Research library and are now available for loan to any CAST faculty who would like to check them out for reading.

- *Advice for New Faculty Members* written by Robert Boice and published by Allyn and Bacon in 2000.

These books join others that are available for faculty use on the topic of scholarly writing for publication.

ISU Federal Initiatives for FY04 Feature CAST Involvement

On behalf of the university, the Dr. Gary McGinnis, Provost Al Bowman, and President Victor Boschini have recently taken fourteen exciting projects deserving of possible funding in FY04 to Washington, D. C. and presented them to the Illinois congressional delegation. Many of these federal initiatives are joint efforts with universities in other states, community colleges, corporations, associations, public school districts, and state agencies. They encompass education, business, renewable energy, nursing, and environmental health and will, if funded, address many facets of societal need. CAST faculty and staff are involved in at least four of the following initiatives:

- Chicago Teacher Pipeline Program
- Partnership for Education and Research on Mold
- On-Site Wastewater Treatment: Training and Education Initiative
- Joe Warner Teaching Nursing Home Project
- The Mind Project: Bringing Grades 6-12 to the Cutting Edge of Science and Technology
- Assisting Senior Citizens to Stay in Their Homes
- Teachers for All Children
- Developing Wind Energy Resources in Illinois
- Physical Education Obesity Prevention and Lifestyle Enhancement (PEOPLE)
- Illinois State University and Junior Achievement: Preparing Students and Student Teachers for the Future
- Personal Computer Security Initiative
- Comprehensive Analysis for Vulnerability and Safety (CANVAS)
- Licensure Examination Success for Registered Nurses
- National Clearinghouse for Literacy Coaching

Volume XX, No 12, March 7, 2003
CAST RESEARCH OFFICE, continued…

Now is the time to begin developing plans for new initiatives for FY05. CAST faculty and staff are encouraged to investigate ways they can become involved. Should anyone wish to read a document describing each of the FY04 initiatives listed above, they may contact the CAST Research Office or the Research and Sponsored Programs Office in Hovey Hall. Such write-ups provide helpful models on which new efforts can be based.

CAST Presentation Travel Awards

The deadline for the CAST Presentation Travel Awards is Friday, March 28th. See the following website for more information: http://www.cast.ilstu.edu/Research/travel.htm

FAMILY & CONSUMER SCIENCES

Congratulations to Dr. Connie Ley who was part of the Family Campaign Kickoff team receiving the Team Excellence Award and also Congratulations to Barbara Gallick in the Child Care Center for receiving the Administrative/Professional Distinguished Service Award. These awards were presented at the Founders Day Convocation in February.

Dr. Jean Memken had an article published in Housing and Society entitled "Understanding Neighborhoods". Co-author was Dr. Nancy Higgett from the University of Manitoba.

In Chicago, Karen Stephens of the Child Care Center, presented "Marketing Family-Friendly Child Care Programs" for the Center for Early Childhood Leadership director's training institute held February 28 and March 1.

KINESIOLOGY & RECREATION

Dr. Sandra Klitzing attended the Illinois Association for Education and Rehabilitation of the Blind and Visually Impaired February 27-28 in Naperville, Illinois. Dr. Klitzing and Pam Duda presented on "Creating a Partnership Between Cooperatives Serving Students with Visual Impairments and a Special Recreation Association."

Dr. Steve McCaw, attended the Executive Board meeting of the American Society of Biomechanics, held February 28 to March 2 in Boulder, Colorado. Dr. McCaw is the chair of the Education Committee of the ASB.

TECHNOLOGY

Dr. Chris Merrill created a multi-media CD for the Girl Scouts of America, advertising the need for girls and young women to be involved in mathematics, science and technology.

Dr. Chris Merrill attended a presentation/meeting on the use of genetics and technology in establishing the proper genetic make-up of muskellunge fish in Illinois. This presentation was a part of a ten-year funded study from various organizations in Illinois.

IMPORTANT DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 10-14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Friday</td>
<td>New Deadline for CAST Outstanding</td>
</tr>
<tr>
<td>March 14</td>
<td>Undergraduate Student Research Award</td>
</tr>
<tr>
<td>Monday</td>
<td>Deadline for the Teaching Technology</td>
</tr>
<tr>
<td>March 17</td>
<td>Program (formerly the State Farm Teaching</td>
</tr>
<tr>
<td></td>
<td>Technology Fellows Program)</td>
</tr>
<tr>
<td>Friday</td>
<td>Undergraduate Student Research Symposium</td>
</tr>
<tr>
<td>March 28</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Registration deadline for Graduate Student</td>
</tr>
<tr>
<td>March 28</td>
<td>Research Symposium</td>
</tr>
<tr>
<td>Friday</td>
<td>Deadline for CAST Presentation Travel</td>
</tr>
<tr>
<td>March 28</td>
<td>Program applications</td>
</tr>
<tr>
<td>April 21-25</td>
<td>“Science &amp; Technology Week.”</td>
</tr>
<tr>
<td>Thursday</td>
<td>Spring College Faculty Meeting</td>
</tr>
<tr>
<td>April 24</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Graduate Student Research Symposium</td>
</tr>
<tr>
<td>April 25</td>
<td>BSC, 9:00-1:30</td>
</tr>
<tr>
<td>Saturday</td>
<td>CAST Commencement, 1:00 pm</td>
</tr>
<tr>
<td>May 10</td>
<td></td>
</tr>
</tbody>
</table>