

Project Name:	Expansion of Faculty Lines in the College of Letters and Science
MIU Round:	Round 1
Sponsor(s):	College of Letters and Science
Coordinator(s):	Gary Sandefur, Nancy Westphal-Johnson
Partner(s):	Departments of Communication Arts, Spanish and Portuguese, Economics, Journalism and Mass Communication, Political Science, Psychology, Social Work, and History.
Report Date:	Year 1, August 2010

Project Specific Goals and Measures	
Project Impact Measure(s)	<p>Each new faculty position will enable the department to teach one large enrollment course.</p> <p>Each new faculty position will enable the department to teach one course that involves a high impact practice.</p>
Project Impact Data Source(s)	Department will provide an annual report (when requested) about the number of hires made and the courses offered.
Baseline Measure(s)	Academic Year 2008-09 will be used as a baseline unless otherwise specified. Baseline data will be provided by departments when they submit reports in 2011.

General MIU Goals and Measures (applicable to project)	
A	<p>Increased access in bottleneck areas</p> <p>Bottleneck courses may change from year to year given a department's ability to address backlogs, changes in curriculum and/or student interest, development of new courses etc. The following courses have been targeted by departments for 2010-11.</p> <p>Chemistry: Faculty search failed. Focus will be on hiring.</p> <p>Communication Arts: Targeted courses 262, 272 and 346.</p> <p>Spanish: Target courses 101, 102, 203, 204, and 226 and more linguistic and cultural electives for majors.</p> <p>Economics: Target top-ranked electives.</p> <p>Journalism and Mass Communication: Target 300 and 400 level skills courses. Note: no MIU faculty are starting until Spring 2011.</p>

Political Science: Target faculty-taught elementary and intermediate level courses.

Psychology: Target intermediate level courses for majors.

Social Work: Target courses 205 and 206.

History: Courses for majors and more seats in high demand classes.

B	Increased capacity for high-demand experiences	Not applicable to project.
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C	Increased capacity for high-impact practices	<p>Communication Arts AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Spanish AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Economics AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Journalism and Mass Communication AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Psychology AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Social Work AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>History AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p>
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D	Increased student learning and teaching excellence	These departments do one or more of the following activities designed to ensure that new faculty members meet standards of teaching excellence: monitor student feedback on end-of-semester course evaluations and discuss results with faculty members, address teaching performance in annual reviews, have senior faculty members observe newer faculty members and give feedback on teaching, provide mentors to new faculty members, and solicit feedback from student groups about quality of instruction. In addition to these interventions, departments prepare regular reports to the college on assessment of student learning outcomes (currently on a three-year cycle).
E	More tenured, tenure-track faculty teaching undergraduate courses	<p>Communication Arts AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Spanish AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Economics AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Journalism and Mass Communication AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Psychology AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>Social Work: AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p> <p>History: AY 2010-11: to be added in June 2011 AY 2011-12: AY 2012-13:</p>

F	Decreased achievement gaps	These departments will develop plans to address achievement gaps that are identified. Psychology, Chemistry, and Communication Arts have been part of a study of achievement gaps. Economics is developing an intervention for less prepared students in Economics 101. Journalism/Mass Communication is incorporating a financial need component into discretionary departmental scholarships. Psychology has implemented a section of 201 designed specifically for minority students. Spanish plans to begin offering Spanish for heritage speakers.
G	Attention to diversity in new hires	<p>Departments receiving Phase I MIU funding utilized all of some of the following to highlight diversity in hiring or have reported making hires that increased the department's racial/ethnic diversity:</p> <ul style="list-style-type: none"> • publication of faculty positions in periodicals that are designed to reach minority scholars • faculty member on the search committee attended WISELI training • Made contacts with peer institutions and informal networks to encourage application of minority candidates • Explicit statements about UW's commitment to diversity in ad language. • All departments receiving funding for MIU Phase I faculty hires advertised for positions.

Progress Reports

Year 1	The focus in Year 1 was on faculty recruitment and searches. Some hires have already been made and these faculty members will start teaching in Fall 2010. Other hires have been made but faculty members have delayed their start dates by one or two semesters. Other searches did not result in any accepted offers and/or have not yet concluded.
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