

Project Name:	Expansion of L&S Faculty Lines in Economics
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Ananth Seshadri
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson
Report Date:	Year 1, August 2010; Year 2, July 2011

Project Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Increase the number of undergraduates in Economics 301 who are taught by a faculty member. • Increase the number of undergraduates in Economics 302 who are taught by a faculty member. • Increase the number of undergraduates in Economics 310 who are taught by a faculty member. • Increase the number of waitlisted students who are able to enroll in top-ranked electives.
Project Impact Data Source(s)	<ul style="list-style-type: none"> • Academic Planning and Analysis has standard queries showing course offerings, enrollments and instructor rank. Data source is the Schedule of Classes and HR appointment data views. • Economics will provide data to measure the impact on waitlisted students and elective course ranking.
Baseline Measure(s)	Academic Year 2008-09 will be used as the baseline for all project impact measures. Economics prefers 08-09 to 09-10 because 09-10 was an atypical year in many respects.

MIU Impact Measures		
A	Increased access in bottleneck areas	Covered by project goals (course access goals are in courses required for major).
B	Increased capacity for high-demand experiences	Economics will increase the number of advanced electives taught by faculty members.
C	Increased capacity for high-impact practices	Maintain access in faculty-taught courses required for honors in the major (courses were not always available due to faculty teaching other bottleneck courses on overload).

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D	Increased student learning and teaching excellence	<ul style="list-style-type: none"> • Economics solicits feedback on a regular basis from the Economic Student Association (ESA) and small focus groups about the quality of instruction, class size and course access. • Economics pays close attention to teaching ratings by faculty and instructional staff. • Economics is increasing the mentoring of new faculty and placing increased importance on classroom performance.
E	More tenured, tenure-track faculty teaching undergraduate courses	Covered in project goals.
F	Decreased achievement gaps	Economics is developing an intervention for students in Economics 101 who are less well prepared for the course based on ACT scores and math placement scores. The intervention is a supplementary 1 credit seminar designed to decrease adverse outcomes (Ds, Fs, drops).
G	Attention to diversity in new hires	Search chairs attend WISELI training. Economics defines its search criteria (in terms for field and rank) broadly in order to attract a diverse set of applicants. Economics contacts peer institutions to recruit women and minority candidates. Recent hires have increased the number of female and minority Economics faculty.
I	Unintended benefits	MIU has allowed Economics to attract top faculty members and compete for new hires with top-ranked departments at other universities.

Progress Reports

Year 1	Conducted faculty recruitment and searches. Two faculty members were hired. These faculty members will begin teaching in Fall 2010.
Year 2	<ul style="list-style-type: none"> • Economics 301: Increased enrollment capacity. Enrollment increased from 485 in AY 2009-09 to 720 in AY 2010-11. • Economics 302: Increased the number of faculty instructors from 1 of 3 primary sections to 3 of 4 primary sections. • Economics 310: Increased enrollments from 195 in AY 2008-09 to 238 in AY 2010-11. Maintained the same level of faculty instruction but reduced reliance on faculty overload pay. • Increased the number of advanced electives offered to 20 during the 2010-11 year (from a baseline of 17). These were all taught by faculty. The additional faculty members also allowed faculty instruction for required honors-track courses of Econ 111, 311 and 312. • Utilized additional TA positions to support the additional sections of faculty-instructed courses and to add an optional discussion section to Econ 101 targeted students who have traditionally had difficulty with the course (mainly due to low quantitative experience and skills).