

Project Name:	Expansion of L&S Faculty Lines in Spanish
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Reuben Medina, Glen Close
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson

Project Goal and Measures	
Project Impact Measure(s)	<ul style="list-style-type: none"> • Increase the number of sections offered of the following Spanish courses to meet demand: 101,102,203,204. The operational definition of “...to meet demand” is a reduction in the number of students on course waitlists. • Increase the percentage of the following Spanish courses that are taught by tenured or tenure-track faculty members: 223, 224
Project Impact Data Source(s)	<p>Counts of waitlisted students by course are maintained locally and will be reported by Spanish in annual reports.</p> <p>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.</p>
Baseline Measure(s)	Academic Year 2009-10 will be used as the baseline for all project impact measures.

MIU Impact Measures	
A	<p>Increased access in bottleneck areas</p> <p>Covered by project goals (reduction of waitlists in introductory and intermediate Spanish language courses).</p>
C	<p>Increased capacity for high-impact practices</p> <p>Spanish courses have always been involved with the FIGs program, honors sections, and service learning. With the extra faculty and additional course offerings, more students will be able to participate in these opportunities.</p>
D	<p>Increased student learning and teaching excellence</p> <p>Measured from student course evaluations annually and from undergraduate assessment (every two years). Spanish maintains a strict enrollment cap of 24 in order to facilitate students learning and teaching excellence.</p>
E	<p>More tenured, tenure-track faculty teaching undergraduate courses</p> <p>Covered by project goals (Spanish 223 and 224).</p>

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F	Decreased achievement gaps	Spanish will monitor and address achievement gaps that are identified. MIU funding will allow Spanish to re-start its offering of Spanish 206 and 207, a two-semester sequence of Spanish for heritage speakers (has not been taught since 2000).
G	Attention to diversity in new hires	Notices soliciting a diverse pool of candidates were placed in key professional publications, at selected universities with pool of graduate students in key areas, and on departmental web-sites. Notices included "commitment to diversity" language and statements of interest in "women and minority candidates". At least one member of the search committee is required to attend WISELI training. New faculty hires (coupled with faculty retirements) will increase both the gender and racial diversity of the Spanish faculty.

Progress Reports

Year 1	Focus in Year 1 was on faculty recruitment and searches. Two faculty members were hired. These faculty members will begin teaching in Fall 2010. The number of linguistic and cultural elective courses will increase in 2010-11.
Year 2	<ul style="list-style-type: none">• Conducted four successful faculty searches in 2010-11 and held 10 on-campus interviews.• Realized major reductions in the waitlists (report shows waitlist activity of 19 courses) particularly at the introductory/intermediate course level. Most courses had <5 (with many at 0) students on the course waitlist compared to >30 in some courses prior to MIU funding.• Realized major reductions in the waitlists for 300 level courses. Waitlist counts decreased from 281 in Fall 2009 to 65 in Fall 2010 and from 169 in Spring 2010 to 77 in Spring 2011.• Realized an increase in the number of sections taught by faculty members and the number of course options available to students. The number of 300 level courses increased by 7 and the number that were faculty taught increased by 6 over the baseline.
