

Project Name:	Expansion of L&S Faculty Lines in Spanish
MIU Round(s):	1 & 2
Sponsor(s):	College of Letters and Science
Coordinator(s):	Ruben Medina, Glen Close
Partner(s):	Gary Sandefur, Nancy Westphal-Johnson
Report Date:	Year 1, July 2010; Year 2, July 2011; Year 3, July 2012; Year 4, May 2013

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 Institutional Research 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	Increased access in bottleneck areas	Covered by project goals (reduction of waitlists in introductory and intermediate Spanish language courses).
C	Increased capacity for high-impact practices	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.
D	Increased student learning and teaching excellence	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.

Expansion of L&S Faculty Lines in Spanish, Page 2

E	More tenured, tenure-track faculty teaching undergraduate courses	Covered by project goals (Spanish 223 and 224).
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, 2009-10	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, 2010-11	<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 (full 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.

Expansion of L&S Faculty Lines in Spanish, Page 3

Year 3, 2011-12

- The four MIU-funded faculty taught for the first full year in 2011-12. They taught 13 sections of high-demand 300-level courses and had strong student evaluations.
- Offered two honors sections of Spanish 311 (Intermediate Language Practice), and one each of Spanish 223 (Introduction to Hispanic Culture) and Spanish 468 (Topics in Hispanic Culture).
- Participated in the FIG program by offering a section of Spanish 224 (Introduction to Hispanic Literatures).
- Offered Spanish 319 (Medical Spanish) as a service learning course.
- Realized continued reductions in the waitlists for Spanish courses (full report shows waitlist activity for 19 courses). Compared to the baseline year where 450 undergraduates were left on waitlists, waitlists were reduced to 126 undergraduates in 2011-12 (the lowest in three years).
- Eliminated waitlists for Spanish 320 and 363 by expanding the number of sections offered.

Year 4, 2012-13

- Successfully completed a fifth search for a Spanish faculty member but also had a 6th search failed. This will be restarted in Fall 2013.
 - Continued to meet the MIU goal of reducing the number of students left on waitlists by increasing the number of sections, reformatting courses in some cases to reduce the need for waitlists. The need for the use of waitlists was completely eliminated for 400-level courses.
 - Met the MIU goal of increasing the number of faculty taught sections despite a net increase in faculty of 1. For 300 level courses, the percent of sections taught by faculty increased from 34% in the base year to 41% in 2012-13. In 2012-13 all but one of the 18 sections in 400 level courses was faculty taught.
 - Completed planning for restructuring of the Spanish major which will both give students more flexibility in meeting the major requirements and relieve enrollment pressure of high-demand courses.
 - Continued offering a course sequence for heritage speakers of Spanish that had not been taught for a long time prior to MIU funding.
 - Participated in offering high-impact practices including two sections with the FIG program (Portuguese 101 and Literature in Translation 226) and an honors section of Spanish 311.
 - Assessment: No assessment of student learning outcomes was reported.
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