

## **Outcome 2**

### **Outcome description**

Our flexible, customizable major in Philosophy, Politics, Economics, will be developed for and tested on an exceptional group of students at the elite Ormond College.

Our hope is to help develop a strong culture of PPE at Ormond that will spread to other Australian schools. For the Freedom Center this is a unique opportunity to embark on the larger project of creating a world-class online PPE curriculum that can be exported anywhere in the world. Offering PPE at Ormond will provide a unique experience for some of Australia's best students to learn from leading philosophers and economists around the world, as these are brought together within the Freedom Center's curriculum.

### **Short-term indicators**

At full capacity, the Ormond PPE will enroll 100 students yearly.

Entry and exist surveys about how Ormond students think about issues of public policy, justice, individual freedom, as well as career plan, before and after taking PPE courses. Such things will give us a measurable proxy for the existence of a PPE culture at Ormond, or wherever our courses are being taught.

We anticipate Ormond students to begin the course with 60% believing that wage floors create prosperity, and hope to have less than 50% saying that they do by the end of the course.

We also anticipate 75% of students to believe at the beginning of the course that government work programs create prosperity and to have less than 60% say that they do so by the end of the course.

### **Long-term indicators**

Student career choices, attitudes toward public policy.

## **Outcome 3**

### **Outcome description**

Our program in Ethics, Economy, and Entrepreneurship, too, will be an elite program with massive reach among Arizona high schools. We expect two outcomes.

- 1) The program will be popular among teachers in increasing numbers.
- 2) The program will be popular among students in increasing numbers and help in time to make Arizona a more educated state. Its high school graduates will be better prepared for college, and better equipped for citizenship and for careers in law, politics, education, and journalism.

### **Short-term indicators**

Indicators for 1 will be numbers of teachers trained and students enrolled per year, plus surveys, testimonials and endorsements. Indicators for 2 will be surveys of current and former students to gauge career interests before and after our courses: whether they intend to go to college, of course, but also whether they intend to start a business, whether they embrace local community problem-solving, how they think about individual freedom, and responsibility for citizenship.

We anticipate high schools students to begin the course with 10% believing they will start their own businesses and we hope to have 20% saying that they would by the end of the course.

We also anticipate them to begin the course with 75% believing that government officials can be trusted to accomplish their mandates without institutional constraints and hope to have 65% believe that statement by the end of the course.

#### **Long-term indicators**

High school student career choices, attitudes toward public policy, college as a career opportunity, PPE disciplines as majors. We aim to train 10 high school teachers in 2015, 30 teachers in 2016, and hit full capacity, 50 teachers trained, in 2017. We estimate each trained teacher to reach 100 high school students per year. This will generate 1000 students learning the basics of EEE in 2016, 4000 in 2017 and 9000 in 2018 (newly trained teachers will work alongside previously trained teachers). Within 10 years from the inception (by 2025), our network of 400+ teachers will be reaching 25,000 high school students per year. Given an estimated high school freshman class of around 100,000 students (99040 in 2005 according to the Information Center for Higher Education Policymaking and Analysis, at full capacity, we will be able to reach a quarter of Arizona's high school graduates every year.

#### **Outcome 4**

##### **Outcome description**

##### **PPE Network**

We will create a research network in PPE spanning three continents and at least 8 universities. The following provide a non-exhaustive list of universities we intend to involve in the network: University of Arizona, Chapman University, Duke University, University of North Carolina (Chapel Hill), University of Melbourne, Monash University, George Mason University, Brown University, McGill University, King's College London, University of Hamburg, University of Michigan, Wake Forest University, Georgetown University, Monterrey Tech (Mexico).

##### **Short-term indicators**

PPE conferences, Copies of event agenda, copies of any distributed slides, papers, other handouts, and course syllabi. Hayek Institute with member list.

Evidence of a growing network will include schedules of meetings, participant lists, materials discussed, materials subsequently submitted or published with Acknowledgments, lists of students and faculty who participated in exchanges, along with documentation regarding the nature of their participation: courses taught, taken, or audited, presentations made and workshops attended.

We expect that the network will create links between 100 scholars who collectively teach 2200 students per year in PPE programs. The network will change how faculty teach courses in PPE as demonstrated by changes in 50 course syllabi over the duration of the grant.

##### **Long-term indicators**

A new PPE 'culture' among PPE students evidenced by changed attitudes about public policy, commitment to institutional constraints to guard abuses of political power, a stronger sense of individual responsibility in maintaining liberal institutions and guarding against encroachment on individual liberty and economic rights.

##### **Theory of Change:**

We envision a three-part plan: (1) an extensive publication program; (2) a scholarly network of schools developing PPE majors for undergraduates or encouraging Ph. D. students working at the intersections of philosophy and political economy; (3) a new PPE major for undergraduates and a teacher training program in Ethics, Economy, and Entrepreneurship designed for high school teachers.

Each part contributes to the discussion, distribution, and support of politics, philosophy, and economics. Our publication program is a major