Academic Priorities Council
Minutes
March 14, 2008

Attendance: Margaret Allard, Richard Bogartz, Curt Conner, Anthony Guerrero, Randall Knoper, Ernie May, Anne Moore (recording), Eliot Moss, Jim Rinderle

Minutes are OK with typographical corrections

Tailor students to capacity (but students are resistant)
- Admission to majors – have students come in with a place to go
- Can apply to switch majors later or undeclared can fit in as space permits
- Establish a capped pool of undesignated incoming students we could handle

Or change capacity to match students: A250 will be finished soon (3 of 5 years completed) and hasn’t solved the problem; what do we do? After A250 is over, we just have reallocation of those positions. Start-up: 1/3 from Provost, 1/3 Dean, 1/3 program, but no one has the money. Provost taking one-time allocation to pay for start-up and then rolling it over for start-up the next year. President never put any money in for start-up. A250 is a banner that takes up to greater faculty.

It may be an opportunity that the Trustees voted that we want to be a top tier institution; however, they have not provided new money to support the effort. Should we tell them we can’t do it without new resources? They are uninformed. Higher ed accounts for 49.3% of state allocation.

40 positions that have not been allocated yet in A250. Economic downturn might gobble up the unfilled position if we don’t fill them now.

We must admit 5 students to get one to come; used to admit 2.5 students to get one

What is our product? Make something parents and students want to get?
We are 70% fee revenue driven, so we must pay attention to undergraduates.

Ernie: trustee wanted to know why our student SAT went down (1142) last year; raise profile; would cost $10-30 million

Need plan for quality product; scalable
Must distinguish ourselves
Raise student profile
Look like a flagship campus
Must solve supply and demand by raising profile
Expand ISOM, but they say offer a quality product and reasonable number of students; would drop standards

Communication (1200 students) could be built to be another ISOM
Controlled access: Management, Engineering (quality cap), CS (looking to get out), Music, Art, Nursing

Com Coll has too many students; we finance the Com Coll students who were formerly state-funded

Admitted student questionnaire: very important, we rank lower; cost and value for the price was always good, but in latest one value had fallen out of the box

*How can we develop enough capacity in enough areas to satisfy some level of student demand and student choice?

1. Lecturers and TAs devoted to undergraduate education are the key; basic problem with faculty culture; appropriate use of lecturers
   A250: 20 Gen Ed positions; good go to lecturers rather than tenure-track positions; 10-30 lecturers support faculty; need a mix of tenure-track and lecturers
   Princeton: 700 tenure-track; 300 lecturers
   UMass: 950 tenure-track; 300 lecturers; undergraduate teaching by tenure-track 50% now; 70% 10 years ago
   Need to have undergraduate teaching done at a quality level
   Reward structure
   What are we trying to do?
   How many lecturers do we have where?

2. Waiting-listing at least a semester ahead: record in SPIRE or somewhere else that a student wanted a course, but couldn’t get in. The student would automatically be enrolled the next semester; student or department would confirm placement at registration for the next semester.

   Historically, course slots were a sorting function like admissions; service courses are a big problem; last year took in a bunch of late admits who were transfers and couldn’t get into courses they needed; dropping enrollment by 1-2,000 would eliminate problem, but can’t afford it; getting a reputation for being a place you can’t get the courses you need to graduate on time

3. Facilities

Increase profile: tenure-track faculty

Admissions Recruiting
We know where students want to go: Management (doesn’t want to get bigger)

More data tracking through SPIRE

Curricular Improvement: 20 positions for GE
Not finding people to teach Com Coll sections
Revenue depends on a strong deliverable

Capital funds for classroom improvement:
Facilities: more ISOM 108s
All students are spending their first 2 years in 19 rooms; 52%– upgrade these to be pleasant

We are aiming to develop a balanced way of thinking about supply and demand. Margaret Allard, Kathy Debevec, and Anne C. Moore will draft a set of bullets for APC to discuss at the next meeting and possibly to send forward on behalf of the committee.

Next meeting: April 15, 1-2:30 p.m. CC805-09