

## **Strategic Enrollment Management Plan College of Arts and Sciences**

Under current budget constraints the college needs to be as efficient and effective as possible with its resources. While we want to be measured in our spending and allocation of resources, we also want to recognize that we are attempting to achieve two major goals. The first goal is to have high faculty productivity and accomplishment in graduate training and research, scholarship, and creative work. The second goal is to achieve excellent educational outcomes that provide robust classroom experiences, offer diverse learning opportunities, help to retain students, and serve to prepare students for opportunities and careers after graduation.

In addition to those major goals, our enrollment management activities need to support our teaching of UCORE and other foundational courses and to maintain our core and key elective courses for majors. Moreover, we must meet these practical needs while maintaining faculty teaching loads that facilitate high levels of graduate training and research, scholarly, and/or creative accomplishment. As we give attention to our major goals and practical concerns, we want to use strategic enrollment management to reduce the cost of instruction and the deficit spending of the college.

Outcomes to achieve through strategic enrollment management include the following:

1. Curriculum that meets our foundational educational responsibilities to UCORE and provides excellent educational opportunities for our majors.
2. Elimination of low enrollment courses or changes to these courses or their scheduling to build enrollments. Consider as low enrollment undergraduate courses those that do not consistently have 20-25 students enrolled and graduate courses that do not have seven students enrolled.
3. Course rotations that reduce student scheduling dilemmas and enhance enrollments.
4. Effective deployment of faculty teaching effort, including assignments that meet teaching load expectations for your unit.
5. Increased teaching effort from faculty who are not meeting unit expectations for graduate education and research/scholarship/creative accomplishments.

We ask that each chair/director evaluate her/his unit in terms of the goals, practical concerns, and important outcomes outlined above. Please assemble data on enrollment for your courses over the past five years (provided by CAS), faculty teaching loads and assignments, faculty graduate training accomplishments (over past five years), and faculty research, scholarly, and/or creative accomplishment to use in assessing needs for your unit. Consider whether your curriculum is effective in meeting its goals and whether selected courses could be eliminated or modified to better meet those goals.

The data on faculty research, scholarly, and/or creative accomplishment may vary from unit to unit. Please use and provide to us data appropriate to your unit. For example in the sciences, these data are likely to include peer reviewed publications and external funding, whereas in the arts these data may include exhibitions, concerts, fellowships, and awards. Please also include

data on faculty contribution to graduate training. Consider your unit expectations in terms of accomplishments and evaluate how your faculty are meeting these expectations. Be prepared to provide recommendations on faculty teaching based on accomplishments in research, scholarly, and/or creative accomplishment, graduate training, and service.

Larry Hufford will meet individually with each of you in October and February to discuss your evaluation and plans for adjustments to curriculum, faculty teaching assignments, and course scheduling. Please bring the data on course enrollments, faculty loads and assignments, graduate student training, and faculty research, scholarly, and/or creative accomplishment to your meeting. We will use this information to assess temporary teaching allocations and future hiring plans.