1. The committee had decided to postpone meeting until the parameters of the RCM model for the University were set. This is now the case.

2. Two handouts were examined.
   A. The first handout shows that the RCM system awards specific amounts of appropriated and tuition monies to colleges, but then taxes them to pay for such essential services as informational technology, general administration, facilities, and library.
   B. The second handout explains how monies are distributed.
      1) For each SCH, a weight is assigned according to level of instruction. Doctoral credits are worth approximately six times more than lower-division credits.
      2) Weights vary among colleges, according to an estimate of how much money it takes them to deliver instruction.
      3) Colleges receive differing proportions of generated funds according to the students’ college affiliation. For example, CLAS receives 100% for CLAS students in CLAS courses, but only 30% for CLAS students in courses taught outside the College. For outside students in CLAS courses, the share is 70%.

3. Part of the meeting had a question/answer format, with Dean D’Anieri responding to member questions.

   Q. What will be the immediate result of the implementation of RCM?
   A. No immediate result, since the model has been designed to produce precisely the same distribution of funds to colleges as is now the case. However, $16M has been added to the budget, so each college will see a slight increase. In our case, this is $1.5M.

   Q. It appears that RCM would encourage teaching larger classes with cheaper instructors, thus lowering quality. Is this true?
   A. Yes, the incentives are there for this. It will be up to deans to insist on retaining quality.

   Q. Does the implementation of RCM mean that the College will finally have control over faculty lines?
   A. Probably not immediately, because of the budget crisis. We hope that this will be true in the medium to long run, but it is likely that Tigert will retain some say in the matter.

   Q. The Registrar controls space, so doesn’t this limit the flexibility of colleges to lower their exposure to charges for space and facilities?
   A. Yes, but this now gives deans a strong incentive to push for change in the classroom assignment process, since colleges will now be explicitly paying for space.

   Q. To what extent will RCM be extended to the departmental level?
A. There will be no direct application at that level, since some departments by nature are more expensive to operate. However, the College will monitor any increases or decreases in SCHs at the department level, and may offer to split any funds saved by departments that adjust to RCM parameters. One way to do this would be to increase graduate numbers, since those SCHs are more heavily weighted.

Q. Is there close supervision of numbers of students per class?
A. No, but we should take measures to avoid low class numbers, perhaps by considering past performance. In the event that a class has too few students, chairs should consider canceling the class and assigning an overload to that faculty member the next semester. On the other hand, low numbers may be desirable in some situations.

Q. Will departments be charged for space?
A. Shedding space is not so easy, since unless space is claimed by another college, our College would continue to be charged for it.

Q. Would it be feasible to change the present arrangement, whereby Chemistry teaches 6 sections of 100, to a single section of 600?
A. Yes, primarily by using internet broadcasting. This sort of arrangement could free up resources for smaller, more important courses at a higher level.

4. After the departure of Ms. Browne and Dean D’Anieri, the Committee briefly discussed two issues.
   1. The approach to be taken by the Finance Committee to the whole issue of RCM, which has been imposed on the University by the trustees.
   2. Setting up an outreach program, whereby the Finance Committee would offer to send representatives to departmental meetings in order to explain RCM.