The Department of Electrical Engineering and Computer Science has been severely overburdened by the growth in its undergraduate student body. The number of students that the department can effectively handle has to be limited, and its programs must be modified. A reduction in enrollments to a total of 1900 undergraduate majors and a sophomore enrollment of 360 sophomores in the fall of 1984, 310 in 1985, and 270 in 1986 will not achieve the desired stability in total undergraduate enrollments to a total of 900-950 undergraduate majors and a sophomore enrollment of 360 until 1986-87 and stability will not be achieved until 1987-88.

The CEP is proposing that a contingency plan be developed for reducing departmental enrollments, although we are not yet prepared to publish the full implementation of the plan. . .

Report to the Faculty

Although the situation, if not addressed fairly quickly, seriously threatens the intellectual balance at MIT, as well as the strength and effectiveness of the department and its programs, we are being overload in the Department of Electrical Engineering and Computer Science for several years. In order to reduce this load, this report centers largely on the crisis within that area.

A. Seriousness of the Problem in EECS

It is these imbalances and inflexibilities which in time lead to serious faculty morale problems. The immediate circumstances are clear: frustrations, failings, the absence of feedback, and excessive requirements for onerous assignments, etc.

B. Proposed Motion

The Department of Electrical Engineering and Computer Science has to be limited in size, and this report centers largely on the crisis within that area.

C. Summary and Proposed Motion

The various models suggest that 270-290 sophomores in the fall of 1984, 310 in 1985, and 350 in 1986 would be a reasonable number of students in the fall of 1984 and 360 in 1985 and 380 in 1986.

D. Major Alternatives

1) Let the EECS Department grow in response to demand. However, concerns about the intellectual balance and the method of educating professionals to provide and use these skills have serious implications for the entire student population.

2) Choose the character of the program offered to Course VI majors by such actions as eliminating the S.B. in EECS and reducing the number of its TAs. In retrospect, this growth masked the necessity for the system by students and faculty alike. . .

3) Apply restrictive actions which run counter to the current practice of admitting students to MIT and allow for the possibility that the student will be turned away when there is reasonable faculty slack, has considerably more flexibility in choice of major and faculty rotation, and will be able to avoid the irrevocable decision that usually occurs when the student is ready to make that choice.

4) The CEP's ongoing efforts to examine the General Institute Requirements and the overall structure of the undergraduate program may have some important implications for the enrollment imbalance.

E. Recommendations

A careful examination of the number of EECS sophomores enrolled at MIT reveals that a number of factors that may contribute to the problem of imbalance.

F. Conclusion

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