CBI Cycle Two "Prof Pick" Process & How Priorities Can Be Helpful

During CBI Cycle Two, using a priority on a “prof pick” class can be helpful. The professor can see when students have elected to use a priority and they take this information into consideration when picking students. If you are willing to use a priority to get into the class, this shows strong interest. Professors often (but not always) pick students who are willing to use a priority first. Also, the professor picking a student is only part of the picture. For example, if a student bids on more than one “prof pick” class and is selected by the professors for all of them, the CBI system will try to place the student in the class for which they utilized a priority first before the others (then in the order that the classes are placed in the Request Queue).

Using a priority in a “prof pick” class will help in two ways: first, to give a student a better chance of being picked by the professor for the pool of potential candidates; second, by putting the student in the first group of students that CBI considers (from the pool of potential candidates picked by the professor) for placement in the class. CBI considers students who use priorities first (2L or 3L status does not matter within the priority group), then based on a student’s proximity to graduation. The order in which students place their choices in the Request Queue also makes a difference (CBI tries to give students their top choices).

To increase the chances of being assigned to a “prof pick” class, it is recommended to students who don’t have an available priority or who choose not to utilize a priority that they should place the class in their Request Queue at the top (or as close to the top as they are comfortable with) – the chances of being assigned are greater when the class is higher in the CBI Request Queue.

Professors also rank, according to their preference, the students who are picked as potential candidates for a “prof pick” class, but the CBI process is designed to make decisions first based on student choices, and then secondarily based on the professors’ choices.