

AAAC Meeting Minutes for November 6, 2018

Present: Ketra Armstrong, Gaurav Desai, Michael Hess, Merissa Maccani (undergraduate student representative), Enrico Landi, Chris Lu, Lissa Patterson, Seth Quidachay-Swan, Cathy Sanok, Scott Piper, Hsiao Hsin Sung Hsieh, Kentaro Toyama (chair and notetaker), Katie van Zanen.

Absent: Michael Atzmon, Kimberly Kearfott, Kristin Klein, Maribel Okiye (Rackham student representative).

The AAAC had its first meeting with Provost Martin Philbert for the academic year. Provost Philbert was present for the first two items of discussion – an update from him on his priorities after completing a year as provost; a discussion led by Vice Provost Kedra Ishop about transfer students. Special Counsel Christine Gerdes was also in attendance for those two items. Afterward, the AAAC discussed ongoing agenda items on its own.

Provost Philbert's reflections on his first year:

- Earlier threats to university he had worried about do not seem to be significant problems for U-M:
 - For-profit universities, “good enough” degrees, etc., have their place, but do not pose an immediate challenge. Many of them offer “training” (vocation-specific skills) whereas U-M offers “education” (critical thinking, etc.).
 - Demand for a U-M degree remains strong.
- Nevertheless, there are still opportunities we could pursue more effectively...
 - Degrees with more flexibility and tailoring per student – e.g., length of program, timing of program, in-classroom versus partly online, location of study (e.g., archaeological site), etc.
 - How can we adapt education to a student’s “educational maturity”? How do we avoid education that is one-size-fits-all?
 - At the same time, how do we balance personalization versus common ground?
 - Master’s degrees are thriving in some areas; declining in others. We should subsidize scholarship in areas we believe in, even if they are not financially self-sustaining.
 - We should continue to make investments in humanities and arts.
- Culture and climate remain a major concern, especially in larger national/global context.
 - “Ultra-tribalism”
 - Administration faces challenge that even if it addresses individual problems, the whole may still not hold together.
- What exactly is U-M’s role as a public university?
 - State funding as a percentage of university budget has been declining for decades.
 - Our responsibilities as a public university have not changed.

Vice Provost Ishop's presentation on transfer students at U-M:

- There has been tremendous growth in undergraduate transfer student applications, admissions, and enrollment over the last decade; growth accelerated in the last few years. Some overall numbers:

- Applications from transfer students for 2018 were 4641, of which 1832 were admitted, and 1246 enrolled. This is in comparison to 2009, when there were 2951 applicants, of which 1260 were admitted, and 850 enrolled.
- These increases are visible across in-state, out-of-state, and international students. (However, disproportionately more in-state students who are accepted enroll.)
- Likely reasons for this: Harder to get into U-M as first-year student; tracking national rise in transfer students. Note: state of Michigan has declining high-school population; we are expecting a sudden drop-off in in-state high-school graduates soon.
- Transfer students tend to be admitted at a higher rate than traditional first-year applicants, likely because a more qualified group self-selects as applicants. Some have previously applied as first-year applicants.
- 36% of transfer students are Pell grant recipients.
- The administration has no current overarching goal with respect to increasing/maintaining/decreasing the number of transfer students, but we are not expecting growth at the same rate as the past few years. There are various constraints, such as the total number of students we can accommodate in classrooms, ability to maintain quality education, etc.

Discussion about potential future agenda items with AAAC members only:

- Update about OIE-related issues.
- Update on online degrees, with James Hilton?
- Enforcement of credit hour standards? High variance in student expectations with respect to how much work a credit hour should amount to.