



Faculty Advisory Council Illinois Board of Higher Education

At Elmhurst College

June 16, 2023

Approved September 15, 2023

FAC members/alternates attending and their institutions

In person:

Angela Antonou	University of St. Francis
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
Julie Clemens	at-large (Illinois Central College)
Dan Hrozencik	Chicago State University
Jim Kulich	Elmhurst College (alternate)
James Marshall	Rockford University
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Farid Peiravian	University of Illinois at Chicago
Mike Phillips	at-large (Illinois Valley Community College)
Shawn Schumacher	at-large (DeVry University-Addison)
Peter Seely	Benedictine University
Lichang Wang	Southern Illinois University-Carbondale
Sue Wiediger	Southern Illinois University-Edwardsville

On Zoom:

Marie Donovan	DePaul University
Eugene Dunkley	Greenville University
Lane Crothers	Illinois State University
Larry White	Eastern Illinois University

IBHE Members and Staff

Jen Delaney (via Zoom), Public University Faculty Representative to the IBHE Board
Jill Gebke, IBHE Assistant Director of Academic Affairs
Jaimee Ray (via Zoom), Senior Associate Director of Legislative Affairs, IBHE

Representatives/Institutions not present

NO REPRESENTATIVE	University of Illinois-Springfield
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Paul Bialek	at-large (Trinity International University)
John Cooksey	Harry S. Truman College
Joao Goebel	National Louis University
Chasity Gunn	Elgin Community College
Laura Laskowski-Ferrell	Saint Xavier University
Crystal Harris	Governors State University
Pratima Jindal	Waubonsee Community College
Gay Miller	University of Illinois at Urbana-Champaign
Stephen Miko	Sauk Valley Community College
Linda Monge	Frontier Community College
Nataka Moore	at-large (Adler University)
Manny Rodriguez	Parkland Community College
Linda Saborio	Northern Illinois University
Dana Trunnell	Prairie State Community College
Brian Vivona	Northeastern Illinois University
J. Matthew Ward	Quincy University

The meeting was called to order at 9:01 am by Shawn Schumacher.

Reports

Chair Report

After introductions, Shawn reported that he attended the IBHE Board meeting on June 14 and presented on FAC's work for the year. He had to cut out a lot of information to keep his presentation to the 10-minute time frame he was granted. There were no comments or questions by the Board. Last week, Jill, Daniel, and Stephanie met for a monthly update from IBHE. We have a list of our host institutions for next year, but still need a November meeting host (possibly NEIU). Stephanie shared her ideas about upcoming speakers and topics. They include possible meetings with the Illinois Equitable Public University Funding Commission, the Illinois Community College Board (ICCB) agency, the Early Childhood Consortium for Equity (ECACE), IBHE Board Chair John Atkinson, and legislators; updates on institutional equity plans and on the Behavioral Health Workforce Center / Mental Health Early Action on Campus Act ("Illinois Cares"); and an Illinois Student Assistance Commission (ISAC) presentation on MAP and FAFSA changes. Let Shawn know other ideas about speakers. The 2023-24 FAC Executive Committee will meet over the summer to begin to plan our fall meetings.

Vice Chair Report

Linda Saborio is in Mexico, so Shawn mixed in her report with his own above.

Secretary Report

Amy Carr reported that the May minutes summarize FAC questions without always naming the speakers.

Mike Philips, FAC Legislative Liaison Report

There might be a fall veto session. Mike sent out the bill list that we had been looking at this spring. A couple of bills to pay attention to include SB99 (on how to establish reasonable accommodations for those with disabilities) and SB 2288 (amending IAI). Both passed; SB99 has been signed, SB 2288 is awaiting the Governor's signature.

Report by Jill Gebke, IBHE

As many of you know, the Governor passed the Fiscal Year **2024 state budget** last week that has a historic appropriation of \$2.53 billion for higher education – **an increase of \$279 million or 12.4%** over the amount in the last fiscal year, and the largest increase in over 20 years.

Notable highlights include a \$100 million increase for MAP funding, \$80.5 million (7% increase) for public universities, \$19.4 million increase for community colleges, and \$3.8 million increase to the Minority Teachers of Illinois Scholarship Program – to recruit and retain minority teachers.

The IBHE is excited for the historic, equity-driven investment in this budget. See the [IBHE press release on the state budget](#) for more.

The IBHE and ICCB staff are working in collaboration to present at this year's **College Changes Everything conference**, hosted by ISAC. CCE is the state's preeminent college access, success, and career readiness event. The IBHE is presenting on Equity in Higher Education to **discuss the equity plan development process**, highlighting elements of the new framework that is required by public institutions as well as covering how we incorporate equity in to the program application and review process. CCE will be held Thursday, July 13 at the Tinley Park Convention Center.

There will be an **IAI webinar** forthcoming.

Report by Jen Delaney, Public University Faculty Representative to the IBHE Board

Jen reported that Shawn did a great job of presenting about FAC at the June IBHE Board meeting. There was also another Technical Model Workgroup meeting on June 8 for the [Illinois Commission on Equitable Public University Funding](#). Jen is still concerned about where it's going. She backed away from adequacy to ask about big questions—like affordability.¹ Right now, the Funding Commission is focused on institutional costs and not necessarily on what cost means for students and families. Some elements are more drivers in the formula than adequacy is. One element is the hold harmless provision (the funding formula's initiatives involve all new money). The hold harmless provision is applied differently in different parts of the formula—so is that provision meant to apply overall, or only for some parts? Different measures are being used in different parts of the formula. It might be better to have just one set of adjustments. Right now, the Technical Modeling Workgroup is having different weights for different groups—e.g., more for Latinx than for rural students. Jen opposed that. There are

¹ See Jen's public comments at the June 9 meeting here: https://www.ibhe.org/assets/files/Technical/2023/June/8/June_8_Technical_Modeling_Public_Comment_Jennifer_Delaney.pdf Her comments are worth a read; they cover more than the topics she touched on at our FAC meeting.

accountability questions. Will institutions be pressed to use price controls? That diminishes their flexibility. The Funding Commission has extended the timeline, so Technical Modeling meetings will probably continue until October, with more meetings added on for the full commission as well.

Dan added that the original deadline had been June 30, but that has been pushed back until the end of October.

[Jaimee Ray, Senior Associate Director of Legislative Aid IBHE Legislative Report](#)

Jaimee wanted to highlight a couple of bills not mentioned in Mike's report. With the provisions of HB 2898, ISAC may claw back MAP money from a private institution that used the money fraudulently. The IBHE will not have any role in this claw back provision, so far as she knows. The bill had not yet been sent to the governor, but passed. HB 3648, the Higher Education in Prison Act, would require a higher education and prisons task force to report on student data for those incarcerated but enrolled in higher ed programs. This would involve collaboration among the Department of Correction, IBHE, and ICCB. HB 3759 by Stuart/Halpin requires ISBE to share student testing data with public universities, rather than each of them having to pay for that information. On the Technical Modeling working group and funding formula: the IBHE will be seeking legislation during the November veto session.

Jen added that ISBE's data sharing will allow students to be contacted by public universities earlier.

[Greeting from Elmhurst's Dean Pribbenow](#)

Dean Pribbenow, Vice President for Academic Affairs and Dean of the Faculty, welcomed us on behalf of the President who is traveling internationally. He noted that Elmhurst has a campus classified as an arboretum. [This makes sense of why all the trees have signs with the name of their species.] March 12, 2020 was his first day. His first cabinet meeting was about a decision to go to remote learning. All his previous higher ed experience had been in Wisconsin, so he has enjoyed being in Illinois and coming to better understand HE in this state.

In 2020 Elmhurst College became Elmhurst University, and now is divided into six schools to reflect the complexity of what they offer. Elmhurst's student demographics has also changed; they are now a Hispanic serving institution. 2022-23 was their first year as a majority minority institution. Enrollment has grown; it is not clear how they will find extra sections.

Dr. Pribbenow thanked us for the work we do. He said we don't have enough organizations that bring together public and private institutions for sharing perspectives and expertise.

[Note on Math Badging](#)

Dan offered a math badging update. There are five pilot programs: at Charleston, Prairie Ridge, Ridgewood, IMSA, and the Phoenix STEM Military Academy. The project is moving to a second phase in

which they are figuring out what did/not work. He has slide presentations if anyone would like to learn more. Mike asked Dan to share the slides with everyone.

Shawn bumped up the business meeting.

Business Meeting

Approval of May Minutes

After determining that we had enough FAC members present for a quorum, Julie moved and Dan seconded acceptance of the May minutes. The motion passed.

Prior Learning Assessment Approval

The Prior Learning Assessment (PLA) working group is chaired by Marie; Lane and Shawn are members of this group. They asked to have a statement approved by FAC that supports granting college credit for prior learning. This really helps non-traditional college students (adult learners) secure credentials and degrees. Many types of jobs in Illinois now require credentials. Marie said the document is calling on the IBHE and ICCB to collaborate to do the landscape mapping. Campus leaders *say* they are doing PLA, but they are not consistent. Campus leaders need help to understand how to do PLA, including best practices and ways to establish consistency across institutions. Chicago's City Colleges have two PLA staff, but even they are saying that we would benefit from a statewide system and ways to decide upon some standardized instruments (similar to IAI) to ensure we're being more adult student friendly.

Ken moved to accept the PLA statement; Jim seconded. The motion was approved unanimously.

Guest Presentations

Dr. Bruce King, Vice President for Equity and Inclusion at Elmhurst University, presented on "Action Steps to Advance Equity and Inclusion on Campus."

Jim introduced Bruce and his higher education background before coming to Elmhurst.

Bruce started by saying that while Elmhurst is currently thinking about land acknowledgements, instead of offering us a traditional one, he wanted to acknowledge that our FAC meeting is at Elmhurst University, and he wanted us to understand who Elmhurst is today. Elmhurst has about 3000 undergraduates and 650 graduate students. They have been changing and evolving: "we are an institution that is moving above who we used to be." Currently about half of the students identify as first generation; **Elmhurst was just designated a Hispanic-serving institution**. About 35% of students identify as Latinx. Elmhurst has received a Title IX grant. About 20% of the students coming in identify somewhere on the LGBTQ+ spectrum (14% LGBT; about 9% queer in some kind of way). **80% of the students are commuters these days**. Of their Latinx population, about 88% commute to this classic liberal arts campus. Elmhurst is becoming more drop-in, drop-by. Our students are very specific in their wants and desires; you don't see a lot of people playing frisbee on the quad; only 10% engage in Greek

life. Elmhurst is very much a part of this evolving set of HE standards. “We remember ourselves as something that is not who we are/becoming today.”

Bruce said that although he was asked to provide us with action steps on equity and diversion, we have already done that with our equity working group’s list of resources.² There’s nothing more he can tell us: recruit, retain, put services in place. So he thought we might spend time acknowledging the moment we are in and what it means as we enter a political election cycle. White papers reflect belief in equity and inclusion, but now we see this is not so much the case. Wisconsin today is holding up the legislative budget for the entire state because they want to remove DEI efforts at the universities. We are surrounded by states that are doing so.

No one has the answers, so Bruce would like a conversation. How do we defend this very thing we call higher education? He’d like to talk to our own fears and concerns. We can’t do that separately. Talking together is key if we want both to maintain and to move forward. It’s one thing to think of action steps when we are all aligned, but when we are not, we are in defense mode.

Bruce added that he has students whose immigration status creates challenges. So many states banning gender-affirming care.

He comes to us for advice. He just knows the moment calls for action. Obstacles and factors include Covid-19; we know now how to move classes online. We band-aided disparity issues. Then the question becomes: what have we changed since then? Does the student still have a computer? Still have access to the internet? Do they have a space at home that’s not occupied so they can do classes online? What we see happening on campus is that students are back, but they’re not back. One of the biggest issues is this difference in engagement. We’ve been trying to bring back support leadership organizations, but it’s not working—this idea that students found support amongst their peers. We’re struggling with students feeling like this is really that safe space for deeper engagement. We’re hearing that they don’t want to engage on serious matters, but just come together to have fun. Before Covid-19 the student activism was at its heart, leading up to George Floyd. But then we continued to be isolated, and it/we got heavy. Bruce would love to know how that’s showing up on campus. We’ve become more transactional: students want to know, “If I come to this, what will I get?”

We’ve been talking a lot about mental health issues. We’ve created a mental health monster not because students don’t need mental health care, but now everything is mental health. He was talking to students who were having a bad day and they were in class and some tears fell while they were in class, and the teacher immediately sent them to the counseling center. A student said they didn’t even know they were in that space. Bruce is concerned that everyone’s first response is to get to the counseling center. What does it mean when students are now bringing their whole lives into classrooms and trying to learn? What does that look like? How does it affect equity and inclusion? Are students truly bringing those issues if they don’t feel they’ll be understood? This affects retention issues: students will say, “I just don’t feel I belong.” “This is just not where I feel like I’m supposed to be.” We have a number of support mechanisms in place—tutoring, MH care (but we can’t hire enough MH counselors). Inevitably it means we will have to take a different approach to how we are addressing that.

² See <http://www.facibhe.org/documents/papers/equity-tools-and-resources.pdf>

A survey just came out—the Edmonton survey—which indicates that students still trust the faculty at 65% to create the safe spaces and equity more than chief diversity officer (51%) or the president. But so many of Elmhurst’s faculty are adjunct or part-time, and they don’t get paid to stay late or serve on committees. Many are working at three institutions. And the whole attack on faculty and tenure is very real.

He just came from the national conference on race and equity: we know how to help students be successful, but when your state is closing your DEI office down—how to respond? So we are talking about where we’re at and what it means in this moment—beyond white papers and plans to attract and retain faculty of color. Elmhurst has only seven Hispanic faculty and 10 African American faculty. Students now demand diverse faculty. National Louis University just combined with St. Augustine with the goal of becoming the number one Hispanic-serving institution in the region. We anticipate 50% of our student enrollment will be Hispanic, much like Dominican University. What does it mean about how and what we teach?

Q & A followed. FAC member questions are in *italics* below.

What are some things you’ve done to be really intentional about recruiting Hispanic faculty, or things you’d like to see really moving that needle?

Bruce: As we try to build a recruitment program at Elmhurst, we don’t really have a long-term plan. We first have to create a process in which we help people learn how to recruit and think about building the faculty that we want. So we’re putting into place training manuals and procedures. Our process is out of sync, given the marketplace. We learn about our openings in September for the next academic year, and we realize we need to recruit 1.5 years ahead of an opening. We’re asking more faculty when they go to conferences to identify talent, so we can start to partner with them *before* we have an opening. Our HR infrastructure doesn’t really allow for that right now. We’re also trying to do more engagement around resourcing Hispanic faculty who are graduate students. Also: how do we have more flexibility about what a replacement position might look like, regarding what one might like to teach? But there’s no one monitoring the adjunct pool. We fall in love with those who have been around for a while and know us. But we know that faculty of color are not as plentiful in the adjunct pool because society keeps telling them they are very marketable. So the white adjuncts who have been here awhile tend to be first in the line for new positions.

We [one FAC member’s institutions] had a VP for Student Services that said we had a parking lot problem: students were never around long enough to do anything. The attack on HE has exacerbated this issue: “Who really cares? Just get your information and go home.” Our rural campus has more students on campus on a regular basis. But our main campus in Moline has the issue of how you keep students on campus. Engaged students are more likely to retain. How do you do that?

Bruce: Partially it’s about more money to free up more faculty and staff time—more faculty mental space. But there’s not enough money in the world. We find that students who do stay on campus don’t have a “place.” We have too many students eating lunch in their cars. There are days when if they can’t find a parking space, they keep going and try to call it in or notify a professor that they weren’t able to come to class that day. 85% of athletes retain because they have a place they call home. I came from St. Olaf where 100% are residential. Here at Elmhurst, an HSI grant is allowing us to try to create a center so that if you had an extra hour on campus, you know you could go someplace and make that time

productive. Support services will have office hours in that center—a space that supports culture and community. But even our student orgs are transactional in nature; BSO was giving out T-shirts to celebrate Black history month—that was the program. They know people will show up if they offer T-shirts, but they don't know how to engage with each other. We've got to fight the trend, because it's easy to give in to that. The HSI grant allows mini-grants around student (not administrator) ideas for building community. But it's born out of the classroom, where a college has the most time and influence. We need to allow space in the first or last five minutes of the course to ask students what's going on and what's on their minds. In a cost-benefit analysis, students want to know what they're getting out of education or an event.

One thing I find interesting as part of an answer is that if we can find the student leaders, the students are much better at engaging their peers than we are. At IVCC, a commuter community college, a group of students named a club after the room we meet in; they meet twice a week and a third time they host Socrates' Café on Friday afternoon. They had a different question each week, and Friday from noon to three or four, there were a dozen students having a discussion about the topic of the week. Student-driven. I am an advisor for the College Democrats and the health of the group depends on the students.

Bruce: You need a student who's charismatic enough to start a group, but who also knows how to find a room, food. How do we help people understand what leadership looks like? The Latinx leaders tend to want to be quiet in the room; these are families whose moved them from Chicago to the suburbs to assimilate and have a better life. So they come to us trying to find their voices. So when we say, "You'd be a very strong leader?" "What—me?" People are looking for their tribe. As long as you can swipe left and right you don't really commit until you're captured, as in online dating sites. Too often people are sampling too many things.

Do you think that some of what we're seeing these past few years is going to resolve itself a little bit? This year's senior class is the last group that was dealing with covid in high school.

Bruce: The election cycle will require us to band together, and we're more prepared—but have to come together. The LGBTQ group has become so fractured: gender non-binary hanging out with each other, trans with each other, not all together.

We have a group of students labeling certain faculty: if you don't use a certain pronoun, therefore you're against us. They're creating a cancel culture sort of thing. I don't use pronouns, because as a counselor, I have to remain neutral at all times. We have to educate these young 18-19-year-olds on the impact of their own words against others. Accepting diversity means accepting diverse opinions, not creating this us vs. them dynamics: "If you kind of support us, then you don't."

Bruce: My view of the world is often affected by traffic and the way people drive. Some mornings I feel we can come out of this, others that we're all going to hell. This is where students need us. It's how we respect the dignity of each person. Even when we disagree, in our neutrality, not wanting to make anyone uncomfortable, we've not held anyone accountable for being human beings. We see it in the classroom. I have worked with three different bias-response protocols. [One sentiment you will hear]: "the professor didn't say or do or stop or take a moment to acknowledge what just happened (therefore I want that professor fired)." A lot of bias work is on educating people on how they didn't *have to*. Just because our feelings are hurt doesn't mean a crime has been committed. It's not even tolerance, but

just helping people understand how we have discourse. How we message tolerance, dignity, and respect is even more important—not responding to issues, but to how we *respond* to issues.

Could you expand on use of the term “safe space?” This term used to mean to explore a safe space to explore ideas and develop critical thinking, but now it seems to mean that I will never be offended, scared, or hurt.

Bruce: I’m calling for protected space. A space that protects views and ideas as opposed to ensuring safety. I really do believe this is going to be even more important in your syllabi and opening statements. It doesn’t mean that we won’t disagree or no one won’t be challenged or have hurt feelings, but that you will not be attacked and there won’t be retribution. Not everyone feels safe even in safe spaces. What can we assure someone is that in this space, ideas are protected.

Sue noted as a chemist that her field has moved to “safer spaces”—you can work more closely with chemicals, but you can never be perfectly safe with chemicals. Cyndi added that she noticed students can change their opinions after listening to others’.

Do you think that promoting DEI in marketing will backfire in efforts to recruit across state lines?

Bruce: some colleagues at Iowa can’t use words like D and I; they’ve moved to “belonging” and “success.” Iowa’s Governor believes they’ve planted people in these spaces to monitor everything. It’s created a fear. **Here is an action step to leave you with: we can promote equity and inclusion; this is a time when we have to confront our own fears—it is easy to check your box as an ally, but as we move forward, we’re going to have put some rubber on the road and stand up in spaces and actually find our voices.** The people who are fighting against people’s right to exist, or whether you are legal—this isn’t people’s opinions. Our students are really going to need to see people take a stand. It’s not about being politically correct. Can we move off of pronouns and get to existence? If we don’t win people’s basic rights, it won’t matter what your pronouns are now. The students will look to us to know where we are. We need to get to know our students. Our Latinx students are largely Catholic, largely from immigrant families. The attack on DEI right now includes Target pulling products because we don’t want people to be uncomfortable. Now we’re legislating uncomfortability. **We get stuck on diversity (it’s quantitative), but if we’re doing equity—it’s about inclusion and belonging.** This is a time when we have to defend and promote it and not withdraw from it. People are afraid; my colleagues are afraid; they want to keep feeding their families.

In South Dakota, the multicultural center that Bruce helped to create is now called student success center in South Dakota.

Dr. Jim Kulich, Professor of Computer Science and Information Systems; Elmhurst University, presented on “Exploring Possibilities for Generative AI”

Jim began by noting that computers are adding machines: ones and zeroes are added together. [Prediction Machines: The Simple Economics of Artificial Intelligence](#) notes that the same is true about what we’re encountering in the world of AI. They make predictions; they don’t bring intelligence (just one element of intelligence). Prediction is the process of filling in missing information, taking data we

have. PMs (prediction machines) are better than humans at factoring in complex interactions among different indicators, especially in settings with rich data. PMs scale.

AI needs training data—worked examples in which it finds patterns. Test or holdout data involves adding another set of known answers to see how the AI did. Only when there's a sufficient weight of evidence would you move to production data. The fundamental conflict is between predictive capacity and the ability to generalize. Model complexity allows a model to better capture the complexity in real production, and causes a model to overfit unseen production data. The temptation is to think that more information is always good. It isn't. Any random data can appear to have a pattern. The same problem happens with our machines, which is why some predictive mechanisms go wrong (this is overfitting). The trouble is you can't get rid of it; it is something you have to wrestle with.

AI finds patterns in data and makes a prediction. PMs are trying to find the fastest path to the best answer. But math and people are different.

With regard to handwriting digit recognition, AI looks for ink (1) or no ink (0) in each of $16 \times 16 = 256$ squares. What does it mean for AI to learn? What are we talking about? A way of combining a bunch of inputs with different weights—counting one more than another (that's what learning means). How do you address a set of weights in advance so AI can tell a 1 from a 2 from a 3? It learns by digesting everything digital that's out there and making adjustments.

AI can't imitate human creativity.

In working with text, there are three generations of AI models.

1) Deterministic models: what can you learn by observing words that are consistently close together? Quite a bit, e.g., about topics. This has been around a decade or more, and PMs can do better than an individual human can do (80% vs. 75%)—e.g., on Shakespeare's works.

2) Probabilistic models – like Word2Vec – predicts the probability of a word given its context, and predicts the probability of the context given the word.

3) Natural Language Processing (NLP) models involves deep learning. Examples include GPT models, Bert, ELMO. NLP is generative of original text; it is pre-trained (reusing past results with tuning, or transfer learning). Transformer is an advanced language model. Chat GPT uses a large corpus of text data to learn the syntax, grammar, and vocabulary of human language. But it can't learn what humans like or not.

ChatGPT Use Cases:

Coding (writing, reviewing, debugging code; generating documentation; explaining code)

Education (personalized learning tool; homework assistance; language learning aid; assessment)

Business (customer service, content generation, market research, sales and lead generation)

Content creation (idea generation, drafting content, editing and polishing, personalized content, production notes)

Entertainment (scriptwriting, music and songwriting, gaming, interactive entertainment)

Key: you have to ask good questions. Isn't that what we're teaching people all the time at a liberal arts institution?

ChatGPT Risks: misinformation, manipulation and misuses, lack of contextual understanding [and two others the secretary did not catch].

There is a history of resistance to new technologies. Plato worried that a turn from memorization to writing would lead to people not remembering anything. They would cease to exercise memory; nothing will come from within anymore. Some of what he worried about came true. But we can't imagine a world without writing.

ChatGPT is empowering people with disabilities through cognitive enhancement (ADHD) with customizable reminders, motivation and encouragement, routine establishment), etc.

For autistic persons, ChatGPT is like having a small neurotypical brain in my phone; plus one can talk with it for hours without it getting bored. One can practice social skills with ChatGPT.

MS Build connects static ChatGPT with the live internet. "The eyes and the ears of ChatGPT." There are plugins for Adobe as well.

Jim's opinion: ChatGPT is required in his syllabus. All students and faculty better get the practice in using it.

We can try to work pedagogically with prompt engineering: what do you ask **of** a tool like this? Most get poor answers when they ask questions too simple or broad. We need to be mindful of the audience and promote additional critical thinking up front.

A colleague used ChatGPT to develop a computer science course, though it needed tweaking and prompting. It did generate ideas they hadn't thought of. Marie later shared a syllabus she created that was much like what she would have created. The amount of material is spot on. There are other things she would put in each week.

The Possibility Engine describes ten categories of things you might do with ChatGPT. Examples include different ways of phrasing a job task, or asking students to serve as the Socratic opponent by critiquing what ChatGPT came up with. Collaboration approach in solving a problem.

ChatGPT is nothing more nor less than another expert in the room. You don't have to do something just because the machine says to do it, but we can give some input that could be very useful.

ChatGPT can augment providing feedback on writing. It can be a dynamic assessor, especially if it's prompted well.

Questions or comments from FAC members are italicized before.

ChatGPT sometimes makes things up.

Jim: ChatGPT is just predicting, based on how millions of little weights got set up. It's predicting the next word on the page over and over again, including the reference.

ChatGPT is trained. But there is a lot of misinformation on the internet that will get in there too. Can you limit the training to journals? When I asked ChatGPT about myself, it gave me wrong information. Plus, can ChatGPT expand knowledge a little bit further?

Jim: ChatGPT's strategy is to train broadly. Even academically published research is too small to pick up patterns. The price, though, is that you get a lot of wrong answers. So the efforts in the next rounds are to address those issues. You can tell ChatGPT to make mistakes, but it also wants to please you: you could persuade it $2 + 2 = 5$. There's a cut-off point on recent things. ChatGPT 4 can autonomously query the internet.

Jim offered advice for faculty: 1) If there are hard stops in terms of student use of ChatGPT, make those clear to students. 2) We have to play with ChatGPT. It's incumbent upon us to play and play vigorously, because it's not going away. As leaders we need to be on top of that. 3) We can develop our own productive use cases.

ChatGPT can be a source in research, but the research is yours or mine, not it's. I'd never turn over the keys wholesale to this tool. It can provide useful information if that information is prevalent enough, but the risk is getting something wrong.

Can it produce new things that can be counted as research?

Dan offered an example, as an avid chess player. Alpha Zero was given just the rules of chess and played against itself. Within one day, Alpha Zero was better than anyone else and had thought of strategies no one else had ever thought about. Sue added that in chemistry, there was extensive use of ChatGPT in predicting synthetic routes. How to cite ChatGPT? We already say we use X to do our statistical analysis.

How do we turn ChatGPT to the goals we are working on? That will be the challenge of our profession for some time to come.

Mike noted that a fun thing to do is to tell ChatGPT after it gives you an answer. "Answer like a pirate . . . like Socrates."

Julie said that her husband is having fun using ChatGPT in marketing work. "If you are a X and interested in liability insurance" . . . he creates a 15-20 minute conversation with ChatGPT to create a marketing strategy. His copywriters can then do more strategy creation.

Old Business

We approved minutes from the May 19, 2023 meeting at the IASB offices in Springfield.

We also approved the "Statement on Awarding Credit for Prior Learning in Illinois."

Working Group Reports

Prior Learning Assessment

Lane said this working group didn't meet.

Equity

Gene – James Marhsall and Gene will be on the group next year. They want to prepare a statement about why Illinois should be supporting DEI when other states are not.

Higher Ed Funding

Dan reported that they are still monitoring technical working group meetings into the fall.

Early College and Online/Remote Learning

Amy reported that they will continue to explore ways to share the Early College Considerations document, and invite a conversation over the summer with IBHE staff as one step. The online/remote learning effort had fallen to the wayside this past year; it might be part of a new working group in the fall in conjunction with one on AI and academic integrity.

Student/Faculty Mental Health

Sue reported that she and Nataka are still working on the slides that could be shared with our Faculty Senates. She is not sure they will get IRB approval to publish the data. That remains an open Q with one of their institutions.

Student Debt and Affordability

Pete reported that they covered territory they had in May in setting an agenda for next year. They spoke of funding for students with various income levels. Second, after our April Macomb meeting, they were enchanted by the notion of making rural groups a priority for funding. Third, they want to study a marketing campaign for Illinois schools. Other states' tuition levels start out lower but tend to go up; Illinois' stay the same. Our Governor has done a good job of emphasizing support for HE, but we could focus on what Illinois has to offer.

Caucus Reports

Private/Non-Proprietary Institutions Caucus

Angela reported that they finalized the membership list for next year. Then they talked about the value of HE and how to address the decline in the value of HE and she wondered if anyone was aware of whether or not Jennifer Delaney's book had any action steps on addressing that, such as ways of communicating the external benefits to HE. Angela will be chair next fall. Marie and she will be at-large members.

Community College Caucus

Mike reported that they discussed whether they wanted to have alternates for the at-large positions, and the size of faculty in administrative organizations on different campuses. They also addressed internal communication sorts of things—so that the caucus chair could know if someone won't attend ahead of time (in order to reach out to alternates). Maybe the IBHE can help them out with that. They haven't heard back about their invitations to SWIC, Joliet Jr College, and Malcolm X from City Colleges. Cyndi will be chair next year. Julie added that they might start a Group Me for the FAC, for social purposes—so they know who will be there, or be at what hotels.

Angela wondered if we could all be authorized to email each other by sending an email to the FAC email address?

Public University Caucus

Lane, Sue, and Amy will try to coordinate regarding an academic integrity statement. They hope to strategize ways to have administrators to support faculty and the value of Gen Ed/IAI in the curriculum. We discussed soft skills faculty may need teaching, and whether or not institutions should add more online courses.

Ken, Nataka and Dan are on the by-laws committee, which haven't met yet.

Shawn asked for anyone with working group ideas to send them his way.

Send WG ideas to Shawn. He then thanked Jim for his presentation, and also thanked Jim and Julie for their service to FAC, as Julie cycles off and as Jim steps back to alternate status.

The next meeting at Sept 15 IVCC. Thursday evening includes a hike at SR state park.

Pete: said he could show his hour-long Illinois documentary at an upcoming meeting.

Ken motioned to adjourn; Laura seconded. The meeting ended at 2:06 pm.

Minutes written by Amy Carr, FAC Secretary.