



Faculty Advisory Council Illinois Board of Higher Education

December 15, 2023

On Zoom

Approved on January 19, 2024

FAC members/alternates attending and their institutions

Angela Antonou	at-large (University of St. Francis)
Tammie Bohnhoff	Olney Central College (alternate)
Cynthia Boyce	at-large (Lincoln Trail College)
Amy Carr	Western Illinois University
John Cooksey	at-large (Harry S. Truman College)
Lane Crothers	Illinois State University
Marie Donovan	at-large (DePaul University)
Sarah Garber	Rosalind Franklin University
Chasity Gunn	Elgin Community College
Jack Haines	Joliet Junior College
Crystal Harris	Governors State University
Dan Hrozencik	Chicago State University
Pratima Jindal	Waubonsee Community College
Brooke Johnson	Northeastern Illinois University
James Marshall	Rockford University
Jessica McDonald	Olney Central College
Gay Miller	University of Illinois at Urbana-Champaign
Laura Murdaugh	Kishwaukee College
Ken Nickels	at-large (Black Hawk Community College)
Mike Phillips	at-large (Illinois Valley Community College)
Linda Saborio	Northern Illinois University
Mary Ellen Schiller	Roosevelt University
Shawn Schumacher	at-large (DeVry University-Addison)
Lichang Wang	Southern Illinois University-Carbondale
J. Matthew Ward	Quincy University
Sue Wiediger	Southern Illinois University-Edwardsville
Larry White	Eastern Illinois University

IBHE Board Member and Staff

Daniel Abankwa, IBHE, Assistant Director of Academic Affairs

Jennifer Delaney, Public University Faculty Representative to the IBHE Board

Jill Gebke, IBHE Assistant Director of Academic Affairs
Nkechi Onwuameze, Senior Associate Director, Public and Private Institutions

Representatives/Institutions not present

No Representative	University of Illinois-Springfield
Eugene Dunkley	Greenville University
Joao Goebel	National Louis University
Constance Mixon	Elmhurst College
Farid Peiravian	University of Illinois at Chicago

Shawn Schumacher called the meeting to order at 9:03 am. We introduced ourselves to one another.

Reports

Chair Report

Shawn reported that he, Jill, and Daniel met with Jessica in an onboarding meeting as the new representative from Olney Central College. The FAC Ex Co meeting met last Friday and discussed the 2024-25 schedule. We are still looking for several institutional hosts for next year. Our September meeting will be at UIC. The April meeting date currently falls on Good Friday; let Shawn know if you have concerns about that. Jen Delaney will be taking a new job, so the IBHE Board will need a new public university representative. Shawn emailed Representative Katie Stuart and told her they'd like FAC to suggest one name. Dan and Amy have expressed interest. Let Shawn know if you have any other suggested names, and we will take it up in January as new business. Shawn stressed to Katie and Ginger that there is a history of FAC ties to that IBHE position. The next IBHE meeting is at Loyola. The January IBHE meeting is at Kishwaukee College.

Vice Chair Report

Linda reported that she will send out a poll about who will be attending the January meeting; the caterers need a count. She reminded new members to decide which working group they each might like to join.

Shawn added that we might follow-up with our conversations with Martha Horst and the Illinois Council of University Senates about starting to partner with them. This might fall more into the 4-year publics and privates. He'd like to create a small faculty partnership working group.

Lichang asked for a reminder of when and where our 2024 meetings are for the spring semester. Linda covered this information, and Pratima reminded everyone it is on our website.

Secretary Report

Amy thanked Angela for taking notes at the November meeting.

Legislative Report

Mike encouraged us to find out on the Board of Elections website who our elected officials are, as well as who is running for office next year. You can search in the Candidate Filing Search web form. The General Assembly website also gives information about the legislative membership and schedule. You can see session dates and deadlines for bills. Email Mike if you would like help using these resources.

IBHE Report

Jill Gebke reported that she is working on the Academic Program Effectiveness and Efficiency Report (APEER), which was previously known as the Low Producing Program Report. It is legislatively mandated. The efficiency benchmarks were agreed on by the university leadership and IBHE leadership in 2015. Jill wanted to share that IBHE is updating the report this year.

Previous data was using information 18 months old. Previous reports shared data from the prior-prior year, for example, the Fall 2023 report would cover Fall 2021 information. In a review of the timeliness of data and the importance to make well-informed decisions, we are moving to report on the most recently ending academic year, so, Fall 2022 – Spring 2023. To meet legislative requirements in a timely way, the IBHE is currently doing a 2-year report, using Fall 2021 and Spring 2022 data as well as 2022-23 data, utilizing the same metrics previously agreed upon.

In addition, the IBHE is making structural changes to improve efficiency for the report. They are using the same metrics, but IBHE will provide summary data of program meeting the benchmarks for review by institutions.

However, Jill wants to share this year's report will help focus on the accessibility of offerings throughout the regions of higher education in the State of Illinois. The program will help highlight that even though a program may not meet efficiency metrics, the IBHE will highlight how those programs help enrich the portfolio of offerings to the students of the State – bringing education to the students.

Jill added that the IBHE has been working diligently with university partners to review data and share updates on programs. They realize that this drastic reporting cycle change may cause a higher number of programs to “be under review,” however, they will certainly address this point in the report by noting that this was due to administrative changes.

The report will be produced in Spring 2024.

The IBHE will utilize the APEER report to showcase the landscape of programs in regions. IBHE is moving away from the term “Low-Producing Program Report” towards “Efficiency” report to be sure that programs that should be reviewed as part of a profile for the state. For example, a foreign language program could be the only one in the state, even if it is a small program. The aim is to identify a portfolio of programs for the benefits of the state. So if you hear about an APEER report, communicate with your universities that this is a good thing.

The Illinois State Police (ISP) is looking to enter into partnerships with universities in Illinois that are willing to award academic credit to ISP Troopers for completing the State Police Academy. Ideally, the Troopers could then apply that credit towards earning a degree at the institution, either traditionally or

through a web-based program. Please share information about the cadet training programs with your campuses (see separate PDF). ISP is looking for institutions throughout the state to accommodate troopers in all regions. For more information, contact Master Sergeant Rick Morris (Richard.a.morris@illinois.gov) at ISP.

Nkechi Onwuameze reported on the Student Assistance Act. The IBHE is setting up a workgroup to assist public universities and colleges in submitting a report to IBHE or ICCB about their policies on student transcripts for registration and transfer. They will work out whether they will have a template to fill out for the report.

She added that Stephanie Bernoteit will be retiring officially in February.

Report by Public University Representative to the IBHE Board

Jennifer Delaney reported that the appointment process for the public university faculty representative on the IBHE Board goes through the Governor's Office. Ginger said she would forward on our nominations. Jen is happy to talk with anyone interested about the time commitment.

January is the budget date. We anticipate contractions in the budget for the next fiscal year. The Early Childhood Consortium funding will come to an end, so there will be conversation about continuing it. On the work of the Illinois' Commission on Equitable Public University Funding—there have been two technical working group meetings since November — Jen continues to think the Commission is on a path that doesn't totally make her comfortable. It is not clear that equity or stable funding will occur. Putting institutions into tiers means the preferred ones would get more funding; this may be something to push back on. Almost all of the modeling Jen has seen in the formula—it's not public yet—has been about good budget times, a context of growth. But we need modeling for bad years too—thoughtfulness in how we cut. There was discussion yesterday about diverse faculty recruitment; should there be funding for that? Or just putting more money into the diversifying faculty program? It doesn't help with recruitment or retention of BIPOC faculty. Distinctive research missions of the universities are not treated; they are looking still at the state taxing endowments. Lastly, on an equitable student share of funding, where they would approximate tuition monies and institutions that are off get either more or less funding: need-based aid is counted as tuition monies, which is regressive; state subsidies would shift to middle- and upper-level income folks. It is concerning that we would "tax" students who have Illinois Monetary Award Program (MAP) funding. See her public comments on the website for more.¹

Dan added that January 8 is the next meeting of the full commission. January 11 and 25 is when the next technical modeling workgroup meetings are. He also wanted to mention that in October the technical workgroup meeting was held even though the technology malfunctioned and the public could not attend. He is pursuing with Ginger Ostro what happened at that meeting.

Marie pointed out that we learned last time there was an opening for a public university faculty representative on the IBHE Board that we need good picks for us—strategizing persons beyond FAC. Jennifer, do you have any colleagues that are in your field, the intersection of policy and finance? Marie

¹ Find Jennifer Delaney's comments at the IBHE Full Commission meeting on November 17, 2023 here: https://www.ibhe.org/assets/files/Funding/2023/Nov/Nov_17_ILFC_Public_Comment_Jennifer_Delaney.pdf

is concerned that we'll wind up with somebody who came out of nowhere and was not well-suited to the task.

Jennifer said decision occurs in a political context. Students select the student representative; faculty do not. Any public university faculty member can be appointed to this. It puts you in public scrutiny; having the protection of tenure is nice. One recommendation she has is Walt McMahon (Emeritus Professor of Economics and Education at UIUC). If you've got other folks on your campuses that you want to recommend, you could. Be in touch with Ginger Ostro or Deputy Governor Martin Torres' office.

Marie is thinking that someone with a policy and finance background who can really critically question would be great.

Lane said in the past the FAC put forward an SIU representative and they put forward other names as well. He suggests mobilizing legislative liaisons in the Governor's office beyond the name FAC supports. Otherwise they will never even know who you are.

Mike said that we need to work on this very quickly. Senator McGuire had a bill about putting an FAC member on the IBHE Board. It didn't go anywhere, but this is a bill we might support.

Guest Presentation: Dr. Glenda Gallisath on "The Illinois Behavioral Health Workforce Center (BHWC): Educational Pipelines, Pathways, and Partnerships" and "An Update on the Mental Health Early Action on Campus Act: Technical Assistance Center"

Glenda Gallisath is the IBHE's Senior Associate Director for Talent and Workforce Development, and she joined the IBHE in September 2023. She has worked in faculty, CAO, and academic affairs positions; workforce development and governmental relations have also been a part of her past. She has had her career entirely in the Midwest.

The [Illinois Behavioral Health Workforce Center \(BHWC\)](#) focuses on state-wide Behavioral Health workforce needs and impact for health care, especially considering the high demand for services compared to the low supply of trained professionals in the field. The Center has a hub and spoke model with SIU School of Medicine as the primary hub and the University of Illinois – Chicago as the secondary hub. The Illinois Department of Human Services, Division of Mental Health and IBHE are lead partners for the Center.

The Center has a broad approach to Behavioral Health fields beyond psychology and social work, such as drug and alcohol abuse counseling, nursing – mental health emphasis, counseling, substance abuse disorders and addictions treatment, pharmacy, and physical therapy. We are also focused on expanding career pathways for the professions, such as reaching out to adult students, career changers, and traditional and nontraditional students for certificate and degree programs (undergraduate and graduate). The Center wants to promote better collaboration between the profession, higher education, and middle schools and high schools, such as dual credit offerings, and the [Illinois PaCE \(Postsecondary and Career Expectations\)](#) framework to be launched by 2025.

The lack of stackable credentials for educational preparation within behavioral health fields is a major challenge for growing the workforce. It is often a case of needing to complete a master's or doctoral degree to work in the field.

There is a need for supervisor training and professional development across the BH field. Someone with an Associates credential could help with assessment and intervention processes. This is a breakthrough for the profession.

The BHWC has a statewide advisory council with representatives from higher ed, BH organizations, statewide membership organizations, and state agency partners. They collaborate to address financial and systemic barriers to people wanting to get into the field, provide input for programming, and will help create the Center's first strategic plan. There are behavioral health provider advisory groups with statewide representation that are giving input to strategies and new initiatives of the Center.

Some feedback and input from agency and educational partners include:

- Concerns about adequate information to students about what they can do with an educational credential in BH fields.
- Challenge of unpaid internships; some students stop out because they cannot afford them.
- Psychology is one of the top 2-3 college majors and one of the top majors for degree completions in Illinois. It is a mystery what is happening with these graduates when we look at the statistics of new professionals entering BH jobs.
- Behavioral health practitioners would like to get involved with a speakers' bureau at schools to explain what they do as a professional in the field. The stigma continues for community mental health.

The Certified Recovery Support Specialist (CRRS) program is offered at only 11 colleges/universities in Illinois. The BHWC is spreading the word about the program and the next grant cycle coming up in early 2024 with the goal of having more higher education institutions apply to offer the CRRS.

Glenda has been meeting with some of the public universities to explore ways to get them involved with the BHWC. Four priority areas discussed are 1) improve diversity in the BH workforce; 2) develop ways to make the BH educational programs more affordable and flexible; focus on policy changes needed as well for resources and funding; 3) create clearer entry points for BH careers through education, including pipelines, career steps and stackable credentials; 4) Follow up on what the data tells about undergraduate Psychology majors across the state; how can we help them better understand and plan for utilizing the degree upon graduation.

Q & A with FAC members followed.

Have you been opening up conversation with accreditors and licensing agencies? Have they been open to re-thinking things?

GG: We haven't extended the invitation yet. We've been putting information together to build a case before we invite them to the table. This would be a summit kind of meeting, similar to what the fields of nursing and education did years ago. There are IL institutions that are willing to take a leadership role with this project.

It sounds like you've been seeding the clouds.

GG: Yes. We want key stakeholders engaged. We want to make sure that when we make the ask, at the state level as well as with programmatic accreditors and the Higher Learning Commission, that we have put together a compelling case for change.

Is there any preliminary thought as to where the Psych majors are going? Geology majors have a survey as to where they are going.

GG: It's hard to keep track of where your graduates go. It's hard at the institutional level to follow the careers of alumni. Often it is individual faculty members who know where a student goes professionally. Some professional associations and licensure boards provide information to help. We also realize that students have majors and minors that both influence their career choices.

Does GPA matter in the decision of Psychology majors to pursue behavioral or mental health careers, especially when they require a high enough GPA to get into graduate school? When a Psychology major is a BS degree, there are more challenging math and science courses to take, even for those drawn to counseling work.

Glenda said she is not sure about the data for conclusions about the GPA.

Jill shared [First Destinations for the College Class of 2022 \(naceweb.org\)](http://naceweb.org) that tracks students 1 and 5 years out. Career offices will also have detailed reports for their individual students.

Glenda left us with three takeaways: the BHCW is a statewide initiative; they want many other institutions to get involved so they are building out additional "spokes"; and behavioral health education touches several certificate and degree programs at all levels: associates, baccalaureate, and graduate.

Mental Health Early Action and Campus Act Technical Assistance Center

Glenda then presented information about [The Mental Health Early Action on Campus Act](#), which is Illinois legislation that passed in 2020. Included in the Act are five major initiatives to be developed on all public college/university campuses:

1. Identify students in need of services and connect them to services;
2. Increase access to mental health services and support;

3. Increase access to clinical service on campus and in surrounding communities;
4. Develop peer support services and trainings for students; and
5. Provide technical assistance and training to reduce administrative barriers and undue burden on students.

The IBHE contracted with SIU SOM and UIC to run a statewide Technical Assistance Center (TAC). The TAC is for campus leaders and staff that deliver these services for students on campus. The TAC is not a mental health hotline or direct student support service center. IBHE manages the grant funds that are awarded to public universities and the Illinois Community College Board does the same for the community colleges.

Policy, technical assistance, best practices, and data are the four areas in which the TAC organizes its work.

For example, relative to policy, the State has asked the TAC to review policies related to students living with mental health conditions. Technical assistance involves monitoring/evaluating agreements between colleges and community-based agencies to ensure referral processes. Learning communities will also be facilitated to support capacity building and learning across all institutions.

For best practices, the TAC aims to share best practices across the state, e.g., how peer support programs are managed and strong partnerships between campus services and local mental health agencies.

On data, the TAC will collect, analyze, and disseminate mental health needs data and academic engagement information.

A TAC working group has been established and its members are developing their priorities. They will do a survey to all of the public universities for what services and programs are currently offered to serve the mental health needs of students.

Q & A followed.

What is the role of private universities in the TAC?

Glenda said she has asked that, too, having worked at some private institutions. They are not included in the grants allocated by this legislation.

A state law can only apply to the publics. Looking at the intersection on your two topics: there are a lot who don't go to college. How can the community BH resources also be directed to people of the critical age who aren't students? Many smaller communities don't have the MH infrastructure in general to leverage to meet MH Campus Act. But risk of suicide and loneliness apply also to non-college students.

GG: There could be a great synergy between the BHWC and TAC projects. Your point is a good one; there is a potential intersection. If community mental services can improve and expand, it will also help

local college campuses for what they may be able to provide students. The two projects are separate regarding grants and outcomes assessment.

On one of the slides, it mentioned MH days for students. Are you familiar with Koehler's bill? [Illinois General Assembly - Bill Status for SB2606 \(ilga.gov\)](#) What is your take on it? Will the IBHE work with the Senator on that?

GG: Jaimee Ray (the IBHE's Legislative Director) came to a recent TAC work group meeting and asked them to think about the proposed legislation and give her feedback. It will be on the agenda again when they meet in early 2024. There is no official statement on it yet.

How can campuses be partners in the community once the resources are established in the community?

GG: First you need to identify students' needs before knowing how to meet them. Community partnerships with campuses emerge based upon student needs and the local providers and resources available. She has worked with student affairs people who are very knowledgeable. Some campuses have certified counselors right on staff and others depend upon community referrals. It varies greatly.

Glenda closed by noting that the TAC hopes to help take away the stigma of acknowledging and serving the mental health needs of students on campuses across the state. It can also provide another way for helping students see behavioral health as a rewarding career path.

Guest Presentation: Dr. Ray Schroeder and Katherine Kerpan on "Preparing for the Unanticipated: AI Applications in Higher Education"

Dr. Ray Schroeder is Senior Fellow and Strategic Advisor for the University Professional and Continuing Education Association (UPCEA), and Professor Emeritus, UIS. Katherine Kerpan is Project Manager in University Marketing and Communication at Loyola University-Chicago.

Ray has spoken with FAC s in the past. He's been involved in the HE system for over 50 years. Currently he has a biweekly column [Online: Trending Now](#) and writes about emerging technologies.

Ray said it is great to be among his people. He wants to note up front how much Katherine has contributed to this project. This topic is changing every week. He shared a link to his presentation (with much additional information) here; [Preparing for Unanticipated \(google.com\)](#)

Ray and Katherine developed this presentation first for a conference at Georgia Tech, on at-scale learning. Then they developed it for members of UPCEA who are administrators.

Overall, Ray thinks AI will be a positive influence. It is changing not just universities but societies writ large. We can't just respond to this technology as we move along. We need to take an important step at each university. He suggests sharing these suggestions with those reviewing technology at our universities.

There are 10,500 GPTs now. Ray created one for \$20 a month. It created a ChatGPT just on the topic of generative AI. Interestingly also, it asked him ten essay questions. This sets the tone and response for its responses. “Speak in the voice of the Bard, W. Shakespeare,” etc. I put in a short prompt: how should we prepare? It came back with a list of 10 topics we should cover. The first: establish a dedicated AI strategy team campus-wide of IT experts, faculty, administrative staff, and external views like employers of students. Focus on long-term viability and impact.

We need to keep our eye down the road a bit. Emphasize ethical and privacy implications. If one is misled by a bias or by inappropriate ethical suggestions, we need to avoid that. Create pilot programs and continuous evaluation; there will be regulatory changes; engage industry partners. **Right now, HR departments are requiring applicants to include a portfolio of prompts they have developed during their college prep.** They use that as a growing tool in deciding whom they will hire. The problem is that we haven’t had time to integrate such uses of AI into our assignments or learning outcomes in a class. But we owe it to our students to give them a proper introduction to it so they can get hired and are not at a disadvantage.

Encourage student involvement and feedback on AI. Foster a culture of innovation and monitor the trends.

The [University of Michigan has a 79-page GenAI Committee Report](#) they developed over a semester.

Ray’s link includes [a repository and spreadsheet of syllabi samples](#).

Generative AI is only as good as the prompt you give it. We’ve become accustomed to writing search terms for Google. Most of the major generative AI will take 1000-1500 words. You can put in documents and ask it to summarize the key points.

The current versions have been tested against the IQ tests; it comes out at 155. They have passed the bar exam, and had near perfect SAT and GRE scores.

GenAI still has problems, like hallucinations (making things up). Submit a question to three bots and compare; fact-check for outliers. One best practice to all of us: ask the AI to provide URL citations of sources. Paper journals, too. AI has access to non-web resources. One source had been only in Russian and had excerpted material from it.

Large language models are the material on which AI has been trained. Google has Gemini; GPT4 Turbo is from ChatGPT; etc. You can research from models using somewhat different sources.

Ray cites six bots that are useful: Google Bard, Claude 2, Perplexity (which uses rank), ChatGPT, You, Pi. You’s Retrieval-Augmented Generation uses up-to-date Google-like searches. Pi is a social-emotional agent and will make recommendations and referrals.

Ray demonstrated an AI side-by-side comparison between ChatGPT3 and Meta, and for a SuperTool called GPTs - the Rundown AI (for additional links and information for this and most everything covered in Ray’s presentation, see the link above to the “Preparing for Unanticipated”).

The CEO of OpenAI, Sam Altman, plans to open an OpenAI Academy, with math, music, art—with ChatGPT as the instructor. That hits close to home for us as faculty members. This is something to track.

It is available free for K-12 and universities. **The OpenAI Academy will have Gen Ed options; will they be approved by accreditors?**

Khan Academy was contracted from OpenAI to develop an AI personal tutor. See the related video.

One of the challenges is that we did not do self-paced, online learning earlier. Students engaging students in group projects pedagogically—we didn't pursue that. But the Chat BOTs can imitate different student voices and represent their backgrounds in their responses. They can do group projects with two synthetic persons and one real person—because that is what we will be doing in the real world. Some work has been done on this already at Arizona State (see a *Nature* article from November).

Ray shared a link to his presentation at the University of South Carolina in October; it contains many more pedagogical links. How to get students to focus on utilizing AI, not trying to get around assignments?

Bill Gates commented in November: we're not going to have software available; the apps will find it. "Make a chart." The assistants will help you.

Jobs will be taken over. Some of the most vulnerable areas are for accountants, statisticians, actuaries, etc. Others include **psychologists**, management consultants, and business analysts. See a list of 20.

Katherine then shared some examples of real-world tips. She first noted that the opportunity to work with Ray has been transformative. First, she **encouraged all of us to get involved and to go through Ray's document**. She was intimidated and scared at the start. He's right about having a core group of bots bookmarked, and put your prompts in them; they help you keep up with the news. Follow Ray's "Trending Now" article for educational professionals. In addition, the syllabi policy link will be interesting and helpful. Yesterday there was a *Chronicle of Higher Ed* article about what faculty are doing. Set up a dashboard or flight deck for yourself where it's easy to start using these tools.

Second: we're very early in this product lifestyle. There isn't transparency about what the models are using to get trained on. Check the citations. There will be a point in time when AI tech can be used on common data sets to quickly get profiles of students that are interested in your university, who is succeeding or not. As the systems get more closed and proprietary in nature, they will get more powerful.

She shared a few things she did with the bots in content-creation, ideation, and research. She is bad at summaries. She uploaded a PDF of her LinkedIn profile, and the bot came back with summaries that she then used. She asked it with a long prompt to generate a post including emojis in the style of an online influencer, for the holidays, including Jesuits (she works at a Jesuit university). Then she used pieces of them all. The bot gave surprisingly good responses. She then worked on a literature search for research on project management in the HE industry. These got compiled into one list. She asked for case studies in project managements across universities, but couldn't find a source. Like a reporter, she now has a lead, and can call a university and fact check.

Katherine has asked the bots to create a workshop outline on AI. For ideation, it's really helpful. Also, she asked a bot to do brand research about her institution and its competitors in different domains. How can we get better at this? There were surprisingly interesting results; she showed us an example.

Q & A ensued.

I've heard several enthusiastic presentations by now about AI. Not one of them has really addressed how to keep students from using AI to avoid learning for themselves how to summarize and analyze texts on their own—especially texts that are long and complex, rather than in bullet points. Many will agree that someone who can do this and knows how to use AI will do better than someone who can only do the latter. Even an assignment meant to be interactive with peers led one student to instead use AI (it seems) to create an interview with a generic Muslim and a generic atheist. Should we give up on teaching the traditional skills cultivated in the humanities? Is there no longer a place for them in the pedagogies of the future?

RS: "I don't have an answer." He suggested activities like students asking a bot to develop a position on a contested question, then ask the student to debate back with the bot. [Your secretary notes that a student could outsource the response to AI as well.]

Do you have a similarly researched presentation about the ethical issues with AI? Or with Artificial General Intelligence (AGI)? UNESCO has one on the former.

RS: The EU is also developing one. I more closely track business models. There's so little research; we're just one year into generative AI. A Boston Consulting Group has 1500 consultants; they took half and trained them on generative AI, and after six months, they had a 40% increase in productivity among the consultants. What are corporations going to do with this? Lay off 40% of their consultants? The lower performers advanced a greater percentage. This shows that business might profit from generative AI.

KK: It's the repeated low-level tasks that AI can help with. So now I can fill my extra time with higher level thinking.

There are blind spots, like AI's lack of deep knowledge about people of color. I did an experiment in a live online session about the top psychologists in the world; the bot named no one Black; it couldn't name even 20 Black psychologists when asked, and there are many. I want to believe it's going to get better at things like that. Students will have biased access to what really exists in the world.

RS: I agree 100%. I hope we will see those large language models be trained on diversity. It's critical to society and functioning in the larger world. I give the comparison that it's 1909 and the Model T came out in 1908. I'm not so much an advocate for the technology as a realist that it's going to proliferate.

Is there any effort to try to help it learn to recognize implicit bias? The problem with "implicit" is that it's baked into the system.

RS: It doesn't know what it doesn't know. We have to train it more inclusively.

KK: We need to join the brave people demanding this and studying evidence of implicit bias in AI. There is tension between those who want commercial potential and the more prudent who caution about these kinds of bad things. Bring up these really great, hard questions early on in the process.

Ray said we may share his links. Encourage your administrators to take inclusive action—getting in all viewpoints—on your campuses.

Old Business

Dan moved, John seconded approval of the November meeting minutes, with a friendly amendment about Jen's corrections. The motion passed unanimously, apart from one abstention.

Angela asked caucuses to talk about faculty workload – is it just at private institutions that there are bigger teaching loads, and expectations of helping with marketing or advising or other forms of non-teaching labor?

Shawn also reminded caucuses to discuss their perspectives on holding an FAC meeting on Good Friday in 2025 (April 18). The two 4-year caucuses were also asked to discuss potential partnership with the Illinois Council of University Senates.

We broke for caucus and working group meetings.

Caucus Reports

Higher Ed Funding

Dan shared observations of the last several technical workgroup meetings of the funding commission. Members of the working group plan to assume Jennifer's role of making public comments at upcoming meetings.

Technology and Higher Education

Laura reported that they began by doing updates. She shared the documents they had been working on and they discussed where to go from here. The general consensus was to put together pros and cons regarding generative AI, leading to a position paper on things to be aware of, things working or not. A general policy statement idea seemed premature; things are changing too fast; every college and every course is handling AI differently.

Early College Credit

Amy reported that they talked about pressures community colleges are navigating regarding dual credit courses, and the idea of reaching out to those who study dual enrollment² with questions of our own, perhaps in a conversation. For those interested, here are 150 research questions related to dual enrollment, <https://cherp.utah.edu/resources/documents/publications/urgentresearchquestion.pdf>.

Equity

James reported that the direction they started on was probably not going to be the most productive one. They have been considering a database of 2- and 4-year colleges on race/ethnicity profiles matching up with faculty and census data. This is a direction aimed more at faculty retention and

² Xiaodan Hu, who spoke with FAC two years ago, is a co-author on this study from July 2022: https://cherp.utah.edu/resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf. See also <https://dualenrollmentresearchfund.org/>

recruitment. They want to focus more on the student retention angle, considering student vs. faculty profile data.

Prior Learning Assessment

Lane reported that Shawn, he, and Martha Horst (co-chair of the Council of the Illinois Council of University Senates) were coordinating with FAC and seeking better representation on boards.

Caucus Reports

Public Universities

Dan reported that no one was concerned with FAC meeting in person on the April 18, 2025 (Good Friday) date. On collaborating with the Illinois Council for University Senates: if no one else wants to chair a working group on it, we'll keep it an in-house caucus issue (for example, on the relationship between faculty and Boards of Trustees). If anyone is interested in that, contact Shawn. With regard to the question about an increased faculty workload: everyone was having it increase in certain ways—e.g., additional administrative duties. Crystal was being asked to serve on many additional search committees as a minority faculty member; others reported that their universities were dropping the amount of teaching credit for doing labs. So the workload is increasing at public as well as private institutions, contributing to increased faculty mental health issues. The caucus also spoke about administrative bloat and increasing use of consultant work; we will probably pick that up that topic again next month.

Community Colleges

Cyndi reported that their caucus would prefer that we meet April 8, 2025 on Zoom or meet in person the Friday after that (April 25). With regard to overloads, there is not a lot of additional work they have been asked to do without compensation. The heaviest is with assessment and program review. Laura wanted to hear from Jack about the 12x12x12 program (which aims to have every high school graduate has the opportunity to earn 12 college credit hours by their 12th year for 12\$ a credit).³ Jack's fear is more about loss of adjunct faculty as a result of it, and more about potential effects on full time faculty members' workload. There might not be as much of a need for Eng 101. Would seat caps be the same across disciplines? It varies. Ken asked about syllabi. He described a faculty member that had a situation not explicitly spelled out in the syllabus, and the administration wouldn't back the faculty member when there is a complaint with a common sense decision made by a faculty member. For example, a student submits an essay in Google Doc form and a faculty member needs to be granted permission to view the essay; but a student never gives access, then they say they submitted it on time (did they?). It is a matter of interpretation as to whether or not the essay was turned in on time when the syllabus says there is no late policy. Laura said they've added to syllabi specific formats to turn in or it's not official

³ Here is a description of Joliet Junior College's 12 x 12 x 12 program, which begins with high school freshmen: [JJC Becomes Statewide Leader in Dual Credit Enrollment | Joliet Junior College](#). After our December meeting, Mike Phillips also shared the following links with FAC: <https://www.northernpublicradio.org/illinois/2023-12-28/as-dual-credit-participation-grows-in-illinois-study-shows-gaps-widening> and an IWERC report on dual credit in Illinois: <https://dpi.uillinois.edu/applied-research/iwerc/current-projects/dual-credit-in-illinois/>

work. Ken doesn't allow retakes on test; but hadn't put this on syllabus. He pointed out that faculty don't have time to think of every specific possible outcome.

Sarah said they have this issue too. The syllabus as a legal contract between faculty and students—there is a fair amount of pushback against that notion. That interpretation would be fraught with a number of issues.

Angela would like to see a list of what others are expected to add to their syllabi. And if it's considered a legal contract, are universities providing legal guidance on it? Sarah: yes. It's frightening. Ken: no.

Privates

Angela reported that they started by discussing membership. They are still waiting to hear a response to the invitation sent to Rush. On the calendar question, no one had a strong opinion about 3-18-25; it could make it difficult to attend with end of year responsibilities if we were to move the meeting to April 25. On the faculty workload question: one institution has increased teaching hours and is applying courseload reductions for administrative work inconsistently across the colleges. Marketing and recruitment were being asked of some. A couple said no significant changes were noticed.

Our meeting ended at 2:30 pm.

Minutes written by Amy Carr, FAC Secretary.