

FACULTY SENATE MEETING
Mississippi/Illinois Room, Morris University Center
September 7, 2023 – 2:30pm
APPROVED MINUTES

The regular meeting of the Faculty Senate was called to order at 2:31 pm on Thursday, September 7, 2023 in the Mississippi/Illinois Room by President Barb McCracken.

Present: Barb McCracken, Marcus Agustin, Jingyi Jia, Joaquin Florido Berrocal, Robert Bitter, Wai Cheah, David Cluphf, Theresa Comstock, Ivy Cooper, Igor Crk, Stephen Duda, Jennifer Erwin, Mitchell Haas, Michael Hair, Katie Hanser, Keith Hecht, Tim Kalinowski, Marie Klopfenstein, Susan Kooiman, Erik Krag, Joshua Kryah, Soondo Kweon, Yuliang Liu, Mary Macharia, Adriana Martinez, Shannon McCarragher, Lynne Miller, Shadrack Msengi, Bhargav Patel, Jodi Patton-Jordan, Mary Anne Pettit, Beidi Qiang, Nicola Schmidt, Johanna Schmidt, Kamran Shavezpur, Michael Shaw, Chrissy Simmons, Bernadette Sobczak, Ralph Tayeh, Melissa Thomeczek, Kevin Tucker, Cinnamon VanPutte, Carrie Vogler, Suranjan Weeraratne, Susan Wiediger (ex officio), Amy Winn, Duff Wrobbel, Jie Ying

Absent: Undrah Baasanjav, Bob Blackwell, Alicia Cantebury, Keith Edwards, Carole Frick, Chaya Gopalan, Stephen Kerber (ex officio), Jill LaFreniere, Brad Reed, Debbie Sellnow-Richmond, J.T. Snipes, Jason Stacy, Andrew Wesemann, Xudong Yu

Guests: Denise Cobb, Jessica Harris, Sally Boutelle, Elza Ibroscheva

Consideration of Minutes:

The May 4, 2023 minutes were approved as written.

Public Comment:

There was no public comment.

Guest Presentations:

Dr. Jessica Harris, Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion gave a presentation regarding a Postdoctoral Fellowship Program (see attached). This proposal, supported by the third pillar of the SIUE Strategic Plan, seeks to broaden our visibility, networks, and recruitment base for tenure-track faculty positions by launching a postdoctoral fellowship program for newly minted and early career PhDs in Fall 2023. These fellowships will be offered to scholars in any field of study, who are committed to inclusive excellence, student success and preparing students to be change makers in their communities, workplaces, and all arenas of civic life. Dr. Harris took questions from Senators, which included concerns about how these fellowships will affect SIUE's current tenure and promotion structure.

Dr. Denise Cobb, Provost and Vice Chancellor for Academic Affairs, gave a presentation regarding both Direct Entry and Change Makers (see attached). The proposal for Direct Entry will allow for students to connect with their field of study during the first semester and first year and continue to build relationships in the second year. This will help students develop a scholarly identity related to the major program, and ensure that they understand the field, their options, and the pathway to graduation. The proposal for Change Makers focuses on what makes SIUE unique, which will better attract students. The goal with Change Makers is to build on our strengths, improve recruitment, improve retention and closing equity gaps, and enhance relationships with community partners and industries to strengthen

our impact. Dr. Cobb took questions from the Senators, which included how Direct Entry will affect current SIUE policies and procedures.

Announcements:

- a. **University Press request:** Please see the attached request. The system-wide University Press is requesting an SIUE faculty member to join its Editorial Board for a 3-year term. Please let me know if you'd be interested.
- b. **Inaugural Faculty Collaboration Award:** Please see attached request.
- c. **Open Meetings Act (OMA) Training:** All elected or appointed members of a public body must complete the electronic training and file a copy of the certificate of completion with the public body once during their term of election or appointment, so for elected or appointed members, training is mandatory once. In addition, all designated members must take the training annually. See the FAQ and Section 1.05 of the Act.
<https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=84&ChapAct=5%20ILCS%20120/&ChapterID=2&ChapterName=GENERAL+PROVISIONS&ActName=Open+Meetings+Act.&Print=True%20>)
- d. **Attendance: OMA Section 7:** Attendance by a means other than physical presence.
(a) If a quorum of the members of the public body is physically present as required by Section 2.01, a majority of the public body may allow a member of that body to attend the meeting by other means if the member is prevented from physically attending because of: (i) personal illness or disability; (ii) employment purposes or the business of the public body; or (iii) a family or other emergency. "Other means" is by video or audio conference.

Action Items:

McCracken presented the proposed Council chairs for approval. These included Amy Winn (**Curriculum Council**), Chrissy Simmons (**Faculty Development Council**), Tim Kalinowski (**Rules & Procedures Council**), and Bob Bitter & Igor Crk (**Welfare Council**). The Council chairs were approved by acclamation.

Reports from Standing Committees:

IBHE Faculty Advisory Council: see attached report.

Reports from Council Chairs:

There are no Council reports.

Adjournment:

The meeting adjourned at 3:57 pm.

Submitted by Michael Tadlock, University Governance

Postdoctoral Fellowship Program

Defining the Future



SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

Strategic Plan: Pillar 3

SIUE will strive to recruit, retain, and support the advancement of the most diverse faculty among Illinois public higher education institutions.

Attract and recruit competitively paid and diverse faculty, staff, and administrators.

Postdoctoral Fellowship Program

To broaden SIUE's visibility, networks, and recruitment base for tenure-track faculty positions, the University will launch a postdoctoral fellowship program for newly minted and early career PhDs in Fall 2023.

Postdoctoral Fellowship Program

- **Fellowships to scholars in any field of study, who are committed to inclusive excellence, student success and preparing students to be change makers in their communities, workplaces, and all arenas of civic life.**
- **Term to begin no later than August 16 (2024)**
- **Two-year fellowship; will include professional development and structured community building opportunities.**
- **In addition to time for research, fellows will teach three courses each year aligned with their field of study in their host department.**
- **Compensation will vary by discipline and will include health benefits, funds for travel (conference attendance)**

COLLEGE OF ARTS AND SCIENCES

Application Requirements

A doctorate degree or equivalent terminal degree

Cover letter

Candidate CV

Writing Sample (no more than 15 pages)

Sample Syllabus

Name and Contact Information for (3) References

Unofficial Transcript (official transcripts are required prior to appointment)

Applicants will be notified of decision in mid March.

Selection Process

All applications will be reviewed by the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Anti-racism, Diversity, Equity, and Inclusion and the SPA Review Committee in Academic Affairs. After which, applications will be dispersed to potential host departments for review and a recommendation.

Questions



**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

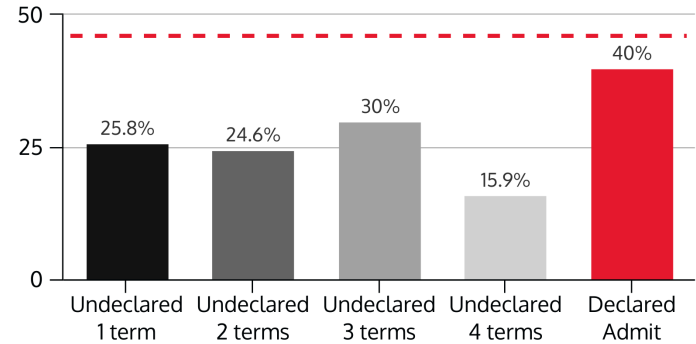
Direct Entry

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Undeclared Graduation Rates

From 2012 to 2017 the average graduation rate when a student remains undeclared for up to four terms. Comparatively, declared students graduate in four years at 40% currently.

Goal 45%



2012 to 2020 Undeclared New Fall Freshman

File FAFSA



90%

Pell Eligible



21%

First Generation



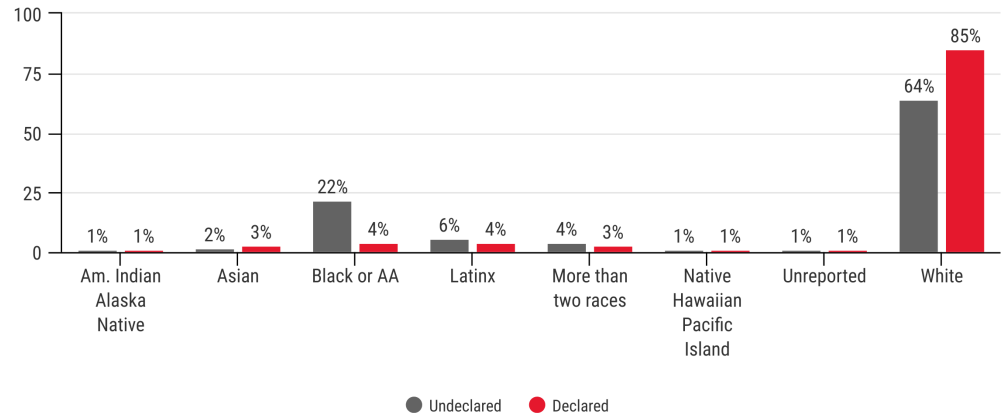
25%

ave. H.S. GPA



3.43

Eight Year Undeclared Race/Ethnicity Rates - 2012 to 2020



The Role of Faculty, Chairs, Program Directors, and Deans

- Connecting
 - In the first semester and first year; Continue to build relationships in the second year
 - Share information about the program, the field, and opportunities
 - Bridging to peers and alumni
 - Developing early and enduring relationships with community and industry partners
- Helping students develop a scholarly identity related to the major program
- Ensuring that they understand the field, their options, and the pathway to graduation.
- Creating departmental and School/College cultures that focus on improving retention and graduation rates
- Creating a sense of belonging and supporting holistic success

Next Steps for Fall '24

- Working Group #1
 - Implementation and Back-end
 - Admissions Process
 - Advising Structures
 - Differential Tuition
 - Mostly staff with appropriate faculty
- Working Group #2
 - Focused on policy change, curricular adjustments, and best practice guidance
 - Policy 1i5 Student Academic Standards and Performance – Declaration of a Major or Minor ('96)
 - Bridge
 - Mostly faculty with some staff

Strategic Targets and Change Maker Proposal

- 14,500 by 2025
- 90% Retention for First-time, Full-time Freshmen beginning with the Fall 2022 cohort
- 45% 4-year graduation rate for the Fall '22 cohort
- 75% 6-year graduation rate for the Fall '22 cohort



Context - Challenges

- Focus on the Strategic Plan and our enrollment, retention, and graduation goals
- Brand and Perceived Academic Reputation
- Competition
- Improved Student Experience
- Housing and Co-Curricular Enhancement
- Integration of Student Affairs and ADEI with Academic Affairs
- Common comments that we do not have an academic “vision” or a clear “identity” and “brand”
- “Shaping a Changing World” has resonated to some degree, but it must be real and fully actualized.

- We say that the purpose of an SIUE education is to provide students with a solid foundation for intellectual development and an ability and desire to make contributions to society; and to develop students who are well-informed, effective citizens, provide leadership in civic and community affairs, appreciate the arts, have increased capacity for self-reflection, self-assessment and healthy living and who will pursue lifelong learning. Are we able to demonstrate that the curricular and co-curricular experience provides this for all students comprehensively?

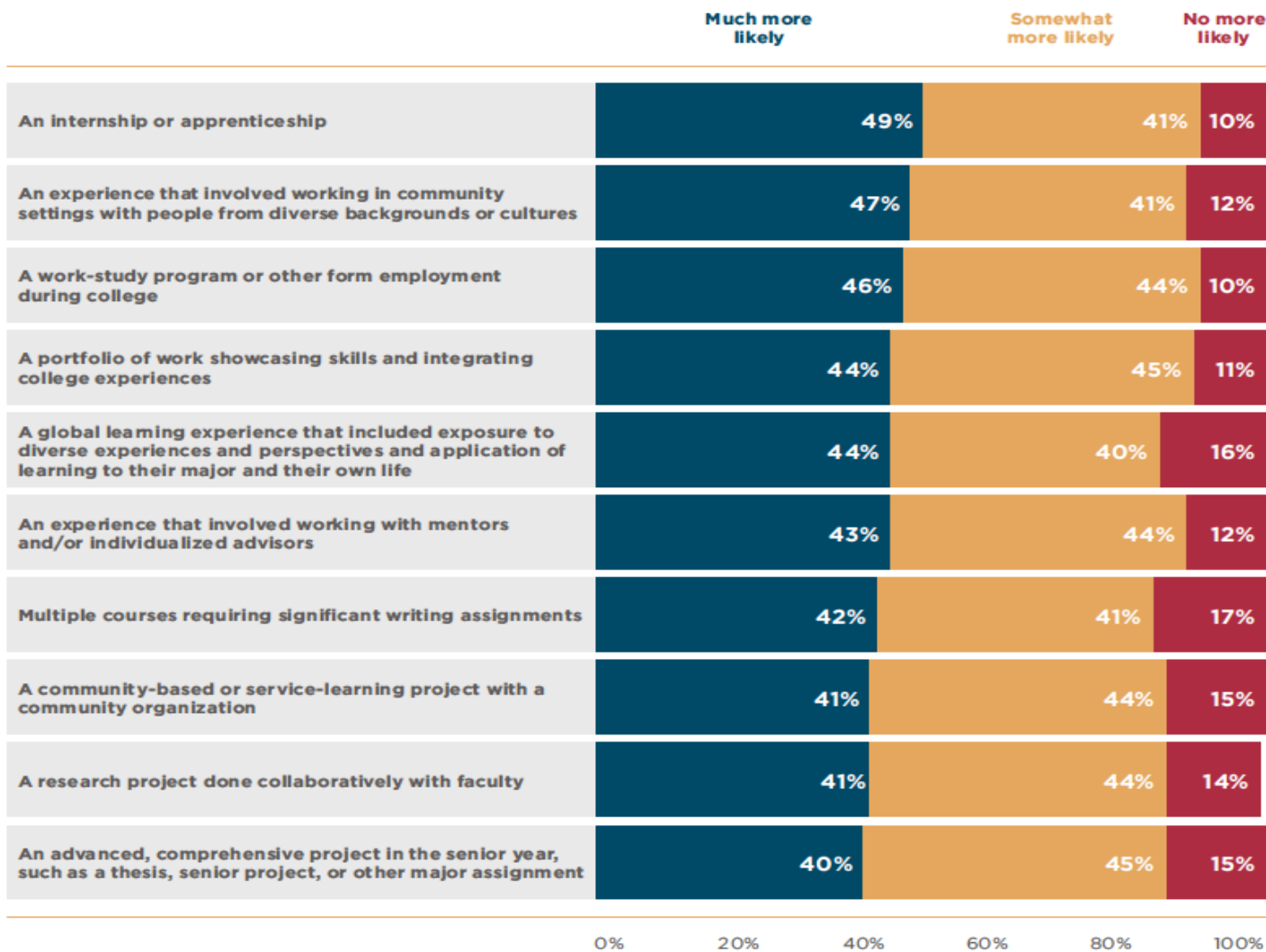
What do we know?

SIUE has committed to high quality education. We have opportunities to build on high impact practices, signature programs and expand access.

- Nationally recognized senior assignment
- Undergraduate Research and Creative Activities Program (and experiences outside of the formal program)
- Successful Communities Collaborative and Community Engagement broadly
- TRHT, ESLC, etc.
- Outstanding research centers that can be more fully integrated into the undergraduate experience
- Strong clinical, practice, and internship programming

Students want authentic, meaningful, and education aligned with purpose
We are committed to improving retention and student success and closing equity gaps

What else?



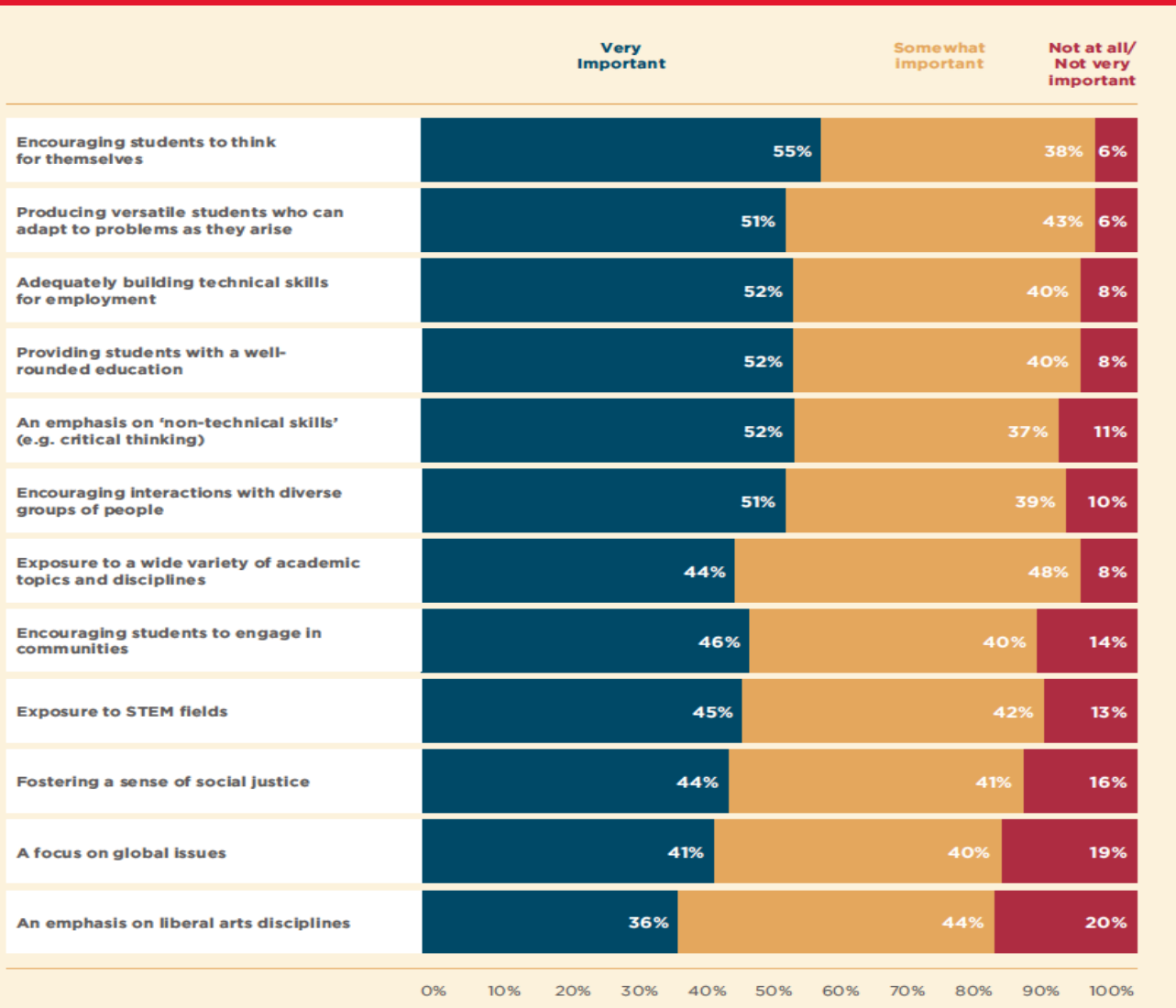
Completion of active and applied learning experiences gives job applicants a clear advantage.

Employers value applied experiences, but internships lead the list of what makes employers “much more likely to consider” hiring a candidate.

How College Contributes to Workforce Success: Employer Views on What Matters Most

Ashley Finley
AAC&U and Hanover Research, 2021

What else?



Employers believe both breadth and depth of learning contribute to long-term career success.

How College Contributes to Workforce Success: Employer Views on What Matters Most
 Ashley Finley
 AAC&U and Hanover Research, 2021

Why Change Makers?

- **Build on our strengths**
- **Improve recruitment**
 - Sharpening our institutional identity, communicating quality, and differentiating our impact
 - For students – Employability
 - Relevance and meaning to a generation of high school graduates looking to make a meaningful difference, albeit in different ways.
 - Authenticity; practical; anxious; concerned about cost (2014 study – top concern Northeastern Univ)
 - Importance of a first-year internship or relevant experience
- **Improve retention and closing equity gaps**
 - Integration of AA/SA/ADEI
 - Intentional use of inclusive excellence framework
 - Ensure that HIPs occur early and often for all
 - Utilization of Best Practices
 - Metamajors/Pathways, LLC, Cohorting, Experiential Learning)
 - Support belonging and wellbeing for our students
 - Enhance academic and co-curricular support and intervention for Exploratory students
- **Enhance relationships with community partners and industries and strengthen our impact**
 - MetroEast
 - St. Louis Region
 - State of Illinois

• <https://www.nacacnet.org/news--publications/journal-of-college-admission/instant-generation/>

• https://info.axis.org/gen-z-parents?gclid=CjwKCAjwu_mSBhAYEiwA5BBmfxE8JMYJRfLLk0vEmmAkceS52iYEVe-IEw3j0Ki9BDZx0ZJ-uzNgixoCedQQAvD_BwE

Possible Change Maker Pathways

Sustainability

Learning Comm.

FST

Linked classes or Block schedule

Experience Opportunity in Curriculum or Co-Curriculum

Social Justice

Learning Comm.

FST

Linked classes or Block schedule

Experience Opportunity in Curriculum or Co-Curriculum

Community Engagement

Learning Comm.

FST

Linked classes or Block schedule

Experience Opportunity in Curriculum or Co-Curriculum

Professions, their Roles, and Possibilities

Learning Comm.

FST

Linked classes or Block schedule

Experience Opportunity in Curriculum or Co-Curriculum

Creativity and Discovery

Learning Comm.

FST

Linked classes or Block schedule

Experience Opportunity in Curriculum or Co-Curriculum



Rough Sketch

	Pathway	Curriculum	Co-Curriculum	Housing	Expansion of HIPs	Other
Upon Admission	Selection of a Pathway			Development of LLC for each Pathway; True Faculty in Residence program		
NSO	Meet with faculty and students	Enroll in cohorted courses	Engage together in activities aligned with pathways			Financial literacy
SIUE Experience		Common Reading	Onboarding activities with a core + activities framed around pathways	Connect with Alumni	Ensure early exposure	Hire and integrate a new Success Strategies Coach to attend all high DFW courses and participate in SIUE Experience to develop students' awareness and utilization of metacognitive strategies
First Year	Cohorts – FSTs; 1 Foundation Cohorts – FAME/GAME; 1 foundation Cohorts - CODES	Pathway-themed FST; Mini Field Experience for all, particularly important for Exploratory	Career Development Center Engagement with Pathways, particularly Exploratory students within Co-curricular engagement experiences for each student	LLC Activities	URCA; TRHT	Thrive/Success Teams with advisors, faculty teaching in the pathway, SOAR, student success coaches Develop Co-curricular transcript to be used all four years
Second Year	Cohort Options – US Culture and Global Culture	US Culture and Global Culture Enhancements	Sustained Dialogue Career Development Center Engagement Co-curricular engagement experiences for students	LLC Activities	URCA; SSCC; TRHT; Travel Study	
Third Year	Cohort Options - IS	Embed an Experience with IS that aligns with the Pathway	Co-curricular engagement experiences for students		URCA; SSCC; TRHT; Research Centers; CSCE, Wedge, Belleville programs; etc.	
Fourth Year	Themed Senior Assignment	Ensure Senior Assignments match Pathways and are HIPs	Career Development Center Engagement Co-curricular engagement experiences for students		URCA; SSCC	Enhance Entrepreneurship, including Social Ent. where possible in Senior Assignment

Next Steps

Short-term and long-term planning
What can be done (relatively) easily and quickly?
What is a heavier lift and needs more planning?

Cross-divisional teams including students

Possible Working Groups

Co-Curricular Enhancements

Curricular Modifications

General Education

Major Programs

High-Impact Practices

Community and Industry Partners

Marketing & Enrollment Mgt



Pillar #1
Access and Opportunity



Pillar #2
Student Success and Inclusive Excellence



Pillar #3
Excellent and Diverse Faculty and Staff



Pillar #4
Change Agent



Pillar #5
Sustainability



**SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE**

From: Etcheson, Amy J <aetcheson@siu.edu>
Sent: Monday, July 31, 2023 3:23 PM
To: Jia, Jingyi <jjia@siue.edu>
Subject: Faculty Senate Request

You don't often get email from aetcheson@siu.edu. [Learn why this is important](#)

Dear Dr. Jia,

My name is Amy Etcheson and I'm the director of [Southern Illinois University Press](#). We are in the process of expanding our editorial board and are hoping to add an SIUE faculty member to our board this fall (two of our current editorial board members are on faculty at SIUE). Would SIUE Faculty Senate be able to help us with this and future appointments to our board? I did not see a Committee on Committees listed on the Faculty Senate website, but does Faculty Senate fill vacancies on university committees? If so, would you be willing to add SIU Press Editorial Board to your list of committee assignments? SIU Press is located on the Carbondale campus but is technically a systems unit. Below is a brief description of the board and the work required.

Southern Illinois University Press Editorial Board (3-year terms, 1 vacancy)

The SIU Press Editorial Board evaluates book manuscripts, certifies the scholarly quality of the manuscripts as evidenced by the peer-review process, and votes on acceptance for publication. They also evaluate book proposals and vote on whether to offer advance contracts. Board members receive between one and five project information packets two weeks prior to each meeting and are required to become familiar with the projects but are not required to read entire manuscripts. The packets contain an overview of the project and the peer-review process, author CVs or resumes, reports by peer reviewers and responses from authors, and manuscripts or proposals. The board meets every other month, year-round. Meeting dates are set after consultation with all board members to determine availability.

Please let me know if you need additional information about the press or our board, if you'd like to talk about this, or if there is someone else I should reach out to about this request.

All my best,
Amy

Amy J. Etcheson

Director | Southern Illinois University Press

aetcheson@siu.edu | [www.siupress.com]www.siupress.com

Please note our new address:

Southern Illinois University Press

Morris Library, Mail Code 6806

605 Agriculture Drive

Carbondale, IL 62901

The FACSS is an advisory body that serves as a collaborative channel between the faculty at SIU Carbondale (SIUC), SIU Edwardsville (SIUE), SIU School of Dental Medicine (SDM) and the SIU School of Medicine (SOM). The FACSS advises on, and monitors elements of the SIU System strategic plan that pertain to faculty. Additionally, the FACSS advises the SIU Board of Trustees and System Administrative Offices through the System president to realize the full potential of the SIU System.

Members include current Faculty Senate presidents from SIUE and SIUC, past presidents, Grad council chairs, past grad council chairs, chairs and immediate past chairs of other faculty constituency groups such as QFSA and BFSA.

<https://siusystem.edu/academic-affairs/CriteriaSIUSystemCollaborationAward.pdf>

IBHE-FAC report for the SIUE Faculty Senate meeting on 7 September 2023

The IBHE-FAC has met twice since the last Senate meeting in May. For new senators, the Faculty Advisory Council to the Illinois Board of Higher Education is unusual in the country – we have representatives from each of the twelve public four-year institutions, twelve from private and proprietary four-year institutions, and twelve from community colleges. We meet ten times a year, are advisory to the IBHE, and discuss a range of topics. The FAC website is <http://www.facibhe.org/>.

The IBHE-FAC met on 20 May 2022 at the Illinois Association of School Boards in Springfield, with a limited Zoom option.

In addition to updates regarding upcoming meetings and the previous day's discussions with legislators, because we were in Springfield we were able to meet a number of IBHE staff members, including Stephanie Bernoteit, Daniel Abankwa, Jill Gebke, and Eric Lichtenberger. IBHE also has a new General Counsel (Dave Kelm) who will be working (among other topics) to review the Board's relationship to its advisory groups, particularly for Open Meetings Act issues.

The Early College Considerations document produced by one of the FAC working groups will be part of the Board packet in June. Nataka Moore (FAC rep from Adler University) has agreed to serve on the Behavioral Workforce Center's advisory board. Stephanie also provided an update on the state-wide tutoring initiative that had been funded by Covid money: 750 tutors have worked with well over 2000 students. Tutored students have made significant gains in learning over the course of this initiative, greater than gains among students recommended for tutoring who didn't receive it. Jen Delaney, faculty representative on the IBHE, provided an update about the technical working group for the funding commission.

Dr. Eric Lichtenberger, IBHE Deputy Director of Information Management and Research, and Dr. Meg Bates, Director of Illinois Workforce and Education Research Collaborative (IWERC), Partners Discovery Institute, presented an Outmigration Update. They conducted complementary investigations, with Eric focused on data from databases and Meg looking at surveys and interviews with graduating high school students. Declining enrollment is affected by the demographics. Also, the children of highly educated parents are more likely to leave the state. There are also race and socioeconomic variations. They had to oversample downstate and stayers to get comparable groups; the overall response rate was comparable to other studies in the nation. The full report is available online, but some of the key qualitative findings were:

- 1) General factors: cost, location, reputation, social environment (their perceptions of these factors). Stayers more likely to consider costs, family and friend's opinions. Leavers more likely to consider academic reputation and economic opportunities (during and after college). Leavers also more likely to consider social environment and athletics/extracurriculars than stayers.
- 2) Single decisive factor, at 32%, was most reasonable cost of attendance. In general, leavers and stayers care about similar issues but weight them differently.
- 3) Leavers and stayers agreed (with a large gap, 92% stayers versus 55% leavers) that Illinois colleges had the better cost of attendance. This was based on agreement with particular statements.

- 4) Leavers asked what factor would change their mind. Some said nothing. Forced to choose, cost and quality rose to top.
- 5) Decision making factors varied significantly by race/ethnicity and region: White most likely to consider athletic/extracurricular and family/friends opinions, least likely to consider diversity; Latinx least likely to consider social environment; Black students mostly like to consider diversity, least likely to consider family/friends opinions; Chicago students most likely to consider diversity; suburban/collar and downstate students were more likely to consider academic reputation and social environment. There were some definite cross-sectional interactions in the groups.

An interesting comment from the discussion was that 60 years of state policy has favored outmigration as being cheaper than fully funding Illinois higher education, with part of the rationale being that Chicago would draw people back to the state. No single initiative can reverse such an extensive structural issue. Another comment was that states with the best retention rates have many more higher education institutions than Illinois.

Caucuses focused on membership rotations and some discussion items such as AI, overall grading ideas, and academic freedom (particularly in the intersection with early college). Working groups were doing some wrap-up from the current year and starting to look at plans for next year.

The IBHE-FAC met on 16 June 2023 at Elmhurst University, with a limited Zoom option.

FAC President Shawn Schumacher felt his presented to the IBHE earlier in the week went well. Hosts and possible speakers for next year's meetings were discussed. Jill Gebke (IBHE staff) reported highlights from the Governor's budget, such as more funding for MAP and for higher education overall. Jen Delaney, faculty rep to the IBHE, updated on the technical meeting for the funding commission, whose deadline will probably be extended through October or November (from the original June 30). Jaimee Ray (IBHE staff) provided additional highlights to Mike Philips (FAC legislative liaison) report (sent via email). Dan Hrozencik (CSU rep to FAC) shared information about the Illinois Math Badging Steering Committee – five pilot locations this summer.

Dr. Bruce King, Vice President for Equity and Inclusion for Elmhurst University presented on the topic "Action Steps to Advance Equity and Inclusion on Campus". In addition to Elmhurst expanding its graduate programs and changing the name from college to university, it has also become an Hispanic Serving Institution (HSI), with last year's class being the first that was majority minority. Half of their enrollment is also first-generation college; 25% of incoming class is somewhere on the LGBTQ spectrum; 80% of students are commuters. Out of 177 faculty, only 7 are Hispanic and only 10 are of color. Elmhurst has just received a title five grant to study their transition from Hispanic enrolling to Hispanic serving.

Dr. King wanted to focus his comments not on equity generically but how concerns about how equity and related topics may intersect with the upcoming presidential election year. He characterized Illinois as an island with surrounding states pushing against DEI. Topics from gender affirming care, abortion, and immigration are legislative issues, and we need to think not only about programs but about what we think higher education should be.

He connected this to student engagement and the impact of the return from remote instruction on student support networks. Students may be struggling to engage with difficult topics, or view education transactionally. We have also created a mental health monster – problems are real, but everything cannot/should not be viewed as a mental health issue. Although faculty are not trained (or paid) to deal with some of this, but we still have to deal with what is in front of us. This also connects with equity issues, because if students feel we do not understand their issues, they may not bring them and that can affect the sense of belonging and associated retention. Dr. King also mentioned findings from a recent survey that students trust classroom faculty (65%) to create safe spaces more than they trust chief diversity officers (51%) or presidents.

During discussion, the issue of faculty retention and recruiting was further explored. Dr. King mentioned that they often start recruiting when they find out about openings in Sept/Oct (for the following year) and he feels that is too late – they need to start anticipating openings a year and a half or more in advance and network and promote Elmhurst at conferences, etc.

As a commuter-heavy college, the availability of parking and places to hangout on campus, to conveniently eat or socialize, are all factors not only for student engagement with the broader campus but also in supporting students to attend class consistently. Classroom is a key spot for connection because that is the major amount of time when contact is guaranteed – but that may feel transactional or distract from the course content.

Splintering of groups, cancel culture, and a range of other topics arose. Dr. King has worked with three different bias protocols; sometimes there is education involved for the complaining student that addressing issues in the moment in class is not always part of the professor's job. He is also working toward the idea of protected space rather than safe space – that ideas are protected, but not that no one will have their feelings hurt. He also feels that people get stuck on diversity and numbers, but that if you get equity right you get all the rest. You need to know more about your students than simply numbers.

Dr. Jim Kulich, Elmhurst University, presented about “Exploring Possibilities for Generative AI”. He started with talking about how generative AI works, based on predictions and filling in missing data. Prediction machines are better than humans at factoring in complex interactions among different indicators, especially in settings with rich data, and they scale. Humans are often better than machines when understanding the data generation process confers a prediction advantage, especially with thin data. Does not scale the same way.

Historically, changes are often seen as the death of some aspect of education (Plato thought writing would result in people no longer remembering things), and we don't know yet what changes AI will bring, but they may not all be bad. He provided a range of examples of positive applications in the classroom and in personal life. Discussion also shared examples, and pointed out places where AI has already been in use for a long time, including in scholarship.

Three important closing thoughts. 1) If there are hard stops for where we don't accept ChatGPT (e.g. not the whole paper from there), make it clear and in the syllabus. 2) we have to play and figure it out, it isn't going away 3) share good practices to have greater depth of knowledge.

Caucuses and working groups focused on wrap-up from the current year and plans for next year. Appreciation was extended to officers and members rotating out of positions.

The next IBHE-FAC meeting will be September 15th, at Illinois Valley Community College.

With regards, Susan D. Wiediger, representative for SIUE to the IBHE-FAC. For more information about any of these items, please contact me via email at swiedig@siue.edu.

Note that the current term on the FAC ends after the 2023-2024 academic year. Anyone interested in serving as the SIUE representative might think about whether this fits with their teaching schedule and discuss the commitment with Sue or with Shelly Goebel-Parker, egoeb1p@siue.edu, SIUE's alternate representative.