

Indiana University Kokomo Faculty Senate: Meeting Minutes

November 6, 2023 on Zoom, 2:30-3:30pm

Attendees

Acharya, Alnusair, Alshuwaiyer, Barker, Baxter, Beyioku, Blackwell, Buckman, Byrd, Carter, Caruvana, Chauret, Chimhanda, Christopher, Clark, Cook, Coppola, Darr, C. Davis, R. Davis, Dodd, Doss, Felts, Finkler, Galasso, Glassburn, Govindarajulu, Green, Hampshire, Holcomb, Hur, Jaworski, S. Jones, Kaiser, Kent, Kingsley, Komar, Leicht, Masuda, McNeany, Medley-Rath, Mendez, Mihai, Miller, Morgan, Negron, Oslawski-Lopez, Pickens, Pixley, Plough, Pratt, G. Preece, Rassel, Saam, Sebastian, Shine, Adam Smith, Sullivan, Swartzendruber, Tebbe, Thomas, Tobin, Tulley, Tupa, Waters, Weller, Whitmore, Yan (**68 attendees – quorum met**)

Minutes

TOPIC	DISCUSSION	ACTION
Approval of Minutes from October 2023	<ul style="list-style-type: none">No revisions or suggestions	Approved
President's remarks and updates (Morgan)	<ul style="list-style-type: none">Faculty Senate committee roster posted to CanvasUFC and RFC meetings on Tuesday, October 31<ul style="list-style-type: none">IU Online still priority for discussion<ul style="list-style-type: none">Consultants interviewed various constituencies over summer and fall – recently finished report with recommended restructuring of IU Online but still in draft formNeed to consider how IU Online can enact and participate in shared governanceShould IU Online have an honors program?Identified issues: admissions criteria differ across regional campuses – students get to choose a home campus for fully online programs; need to create a system in which everyone has the same access to library resources despite campus libraries having different resourcesOther campuses interested in offering microcredentials<ul style="list-style-type: none">Plan to launch new Crimson Credentials program (into which our existing microcredentials program would fit)Community-focused microcredentials, as well as program-internal microcredentials, being discussedKinsey Institute – recent state legislation barred state funds from being used for Kinsey (despite no state funds currently or ever used)<ul style="list-style-type: none">Current push for Kinsey to have non-profit status being discussed and voted on in Board of TrusteesContract with DMAI for annual reports ends in 2024	None required

TOPIC	DISCUSSION	ACTION
	<ul style="list-style-type: none"> ▪ Ongoing task force considering other options, plan to narrow to two options for which faculty will be asked for input ○ Discussion of new policy about Employee Relationships with Students (faculty and staff) – goal to have vote on this in UFC in December <ul style="list-style-type: none"> ▪ ACA-33 currently includes some relevant language ▪ Would serve as standalone policy (similar to other Big Ten schools) ▪ https://ufc.iu.edu/meetings/2023-2024/circulars/U4-2024New-Policy-on-Employee-Relationships-Involving-Students---Discussion-Item.pdf ○ Early discussions about redesigning University budget – plan to implement in FY25 and FY26 (still in proposal stages) ○ VP Research Russ Mumper has met with RFC and campus leadership, plans to do campus visits at the beginning of spring semester 	
Generative AI (Blackwell)	<ul style="list-style-type: none"> • OpenAI’s ChatGPT publicly launched in November 2022 – 100 million users within two months • Many different types of generative AI and each discipline will have its own special issues – focusing today on generative AI that generates text • Chat Generative Pre-trained Transformer (GPT): complex chat bot that is trained to locate and transform data • AI looks for patterns and information in the data prompt – chat is between the AI tool and the user • Generative AI is pretrained on large language models (LLMs) – pretty much anything publicly available on the internet • Current models of generative AI have the following problems: <ul style="list-style-type: none"> ○ Aren’t able to discern value, accuracy, or bias in the data that they are scrubbing ○ Aren’t able to discern relevance of data ○ Output is limited to LLM they have access to – they do not have access to information not publicly available on the internet ○ Sometimes to fill in holes in their data, they will make things up, known as “hallucinations” • Generative AI can be used in every step of the writing process, therefore students are already using generative AI in every step of the writing process • Before next semester, recommend: <ul style="list-style-type: none"> ○ Experiment with using generative AI <ul style="list-style-type: none"> ▪ IU recommends Bing Chat Enterprise for specific purposes: https://kb.iu.edu/d/bing ▪ Ask it to define plagiarism, ask it if generative AI is a violation of academic integrity, ask it how to 	None required

TOPIC	DISCUSSION	ACTION
	<p style="text-align: center;">cheat on academic assignments without detection</p> <ul style="list-style-type: none"> ○ Read books or articles about using generative AI <ul style="list-style-type: none"> ▪ AI and Writing (on order for IUK Library, available via interlibrary loan) ○ Think about including generative AI statement in syllabus – modify existing examples and/or guidance from IU ○ Think about how you might incorporate generative AI in your individual courses <ul style="list-style-type: none"> ● It is our responsibility to teach our students how to use these services responsibly and ethically – these tools aren't going away and they will get better exponentially ● Discussion and additional resources: <ul style="list-style-type: none"> ○ Acceptable uses of generative AI services at IU: https://kb.iu.edu/d/biit ○ About AI detection tools: https://kb.iu.edu/d/bimt ○ Precautions about using ChatGPT at IU: https://kb.iu.edu/d/bigz ○ https://studentcode.iu.edu/responsibilities/academic-misconduct.html <ul style="list-style-type: none"> ▪ “Artificial intelligence” now included in II.B.4.1 ○ https://policies.iu.edu/policies/aca-33-code-academic-ethics/index.html <ul style="list-style-type: none"> ▪ ACA-33 C. Responsibilities of Academic Appointees 5.e: “Clearly explain to student which outside resources or other assistance may or may not be used on any examination, assignment, curricular or academic-related activity” ○ Generative AI, ChatGPT & Syllabi: An Ethics of Practice by Justin Hodgson: https://express.adobe.com/page/DjrK4zSlgCey1/ ○ Workshop next semester on generative AI – probably need to be having additional conversations ○ Need to discuss this further with students as well – we have a lot to learn from them about how they are using it and how they plan to use it in the future ○ Conversation in Zoom chat: <ul style="list-style-type: none"> ▪ Ethical and practical concerns about using generative AI tools, including participating in training models by using them ▪ Need to educate ourselves about the tools, including biases, flaws, and possibilities ▪ Need to focus on ethical and minimal use of the technology – not encouraging students to use as a default method ▪ Potential equity issues with AI: privileged students may be more likely to learn and use generative AI well, while underserved and first-gen students may tend to avoid it 	

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	<ul style="list-style-type: none"> ▪ Use of generative AI might not be directly relevant or applicable in some disciplines (example: counselors with public-facing jobs) 	
<p>Media & Marketing: Cell phone photo and video best practices (Glassburn)</p>	<ul style="list-style-type: none"> • “The best camera you have is the one you have on you.” <ul style="list-style-type: none"> ○ Wipe your lens before you take your photo ○ Turn on your grid to frame your shot <ul style="list-style-type: none"> ▪ Rule of Thirds – use the grid to help you visualize ○ Touch and hold screen: lock and adjust Focus and Exposure ○ Camera apps: Moment (has Pro features), Lightroom Mobile (sign in with your IU email for free access and you can synch it to the Lightroom Desktop app) ○ News releases benefit from landscape (horizontal) photos ○ Perspective and movement: <ul style="list-style-type: none"> ▪ Get higher...stand on something ▪ If you have a large group photo, it might make sense to get higher or lower than them so you can see them all ▪ Be willing to sit on the floor to capture different perspective ▪ Move a few inches to change perspective, remove distracting objects from the shot ▪ Be aware of your surroundings: logos or structures in group shots, trees or telephone poles, look for something different to make it interesting ▪ Take your time and have fun – don’t rush if you don’t have to • Video: what marketing needs <ul style="list-style-type: none"> ○ Horizontal (landscape mode) is better, but we’ll take vertical (portrait mode) ○ Framing and thirds (just like photography) ○ Let the subject move (keep your movement to a minimum) <ul style="list-style-type: none"> ▪ Try to keep the camera static – pretend you are a tripod ▪ Only move when it makes sense ○ Interviews (get better sound) <ul style="list-style-type: none"> ▪ The microphone is on the camera...get closer! ▪ Let the speaker’s face fill the frame ▪ I(We) turned the KEY in (place) and it was AMAZING!” ▪ Ask a student where they are visiting and how the experience has impacted them. What blew them away? • Questions/discussion: <ul style="list-style-type: none"> ○ Does the Rule of Thirds apply to video as well? Yes, it’s always good to focus on those thirds. 	<p>None required</p>

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Items from the Floor	<ul style="list-style-type: none">• Morgan: Additional update from UFC meeting on Tuesday<ul style="list-style-type: none">○ Voted to approve a charge to create a task force of faculty to examine the ethical use of AI in teaching and learning from both student and faculty perspectives	None required

Submitted

Meg Galasso, Secretary
November 6, 2023