Faculty assembly notes 3/22/24

1. Approval of minutes from 2/23
   a. Motion to approve -- passed
2. Committee on committees
   a. Appeal for warm bodies
3. Follett Discover discussion
   a. Bonnie Fonseca-Greber: attempt to keep textbook prices down. What are peoples' experiences?
   b. Edna Ross: we need a committee that monitors Follett and that tries to keep the markup down; but for the first time, using Follett Access, there isn't a single student who's said "I can't get my book" or "I have to wait till I get paid," or whatever. And it was slightly cheaper than the direct-from-publisher cost.
   c. Ryan Luke: [could not be heard in the in-person meeting]
   d. Regina Roebuck: Follett Access reduces cost to publishers, it doesn't reduce the markup
   e. Ryan Luke: previous statement not accurate – it's a negotiation between publisher and Follett that guarantees to students the lowest cost of the textbook.
   f. Don Yowchuang from Follett: what Ryan said is accurate. Guarantee that student gets the best price in the market. ("In the market" because can't account for resale direct from students or via ebay or whatever.) Follett does lower its margins, as does the publisher.
   g. Andrew Lynn: GTA didn't have access to book. Publisher had to send a copy of the book. Follett should require that TA has access to the book.
   h. Ryan: that's a publisher issue. There's an equity aspect to this. Students who are on financial aid have to use their student account to buy their books, so Follett Access eliminates the disparity between students with and students without that limitation.
   i. Sherri Wallace questions:
      i. If a student wants a hard copy can they get that?
      ii. question about efforts to push back on Follett Access.
   j. Don Yowchuang answers:
      i. Yes, if they want to, they have to opt out of inclusive access and obtain hard copy. Then they are not double-charged.
      ii. Department of Education: they are looking into reducing the cost of higher education. Inquiring about student course fees. This inclusive access program is a charge on student accounts. They are investigating inclusive access programs as a whole. Hangup is the idea of the opt-out structure rather than opt-in structure. Follett *can* do opt-ins but the UofL system is opt-out and Follett prefers that.
   k. Beth Willey: could you address the question about publishers who don't participate? And do you work with Vista Higher Learning
   l. Don Yowchuang: there are nonparticipating and partly nonparticipating publishers. Mostly these are boutique publishers but the first step is to try to get publishers into the system. Vista has some titles in the system and they are working to get more into the system.

m. Matthew Biberman: difference in price between online and hard copy is so significant that it drives the class to total online adoption even if they have a preference for hard copy.

n. Don Yowchuang: inclusive access program is designed to be 100% digital. There's a different program, Equitable Access, which does include physical materials. But this is a campus-wide program. UofL is not in the Equitable Access program (yet).

o. Paul Himes: looked into it. One section of a multi-section course. It looks like that is not eligible for this program. Is that correct? Is it going to change?

p. Don Yowchuang: there isn't anything in the program itself that prevents that. That is up to UofL. Beth Willey has indicated that they want the classes to have some consistency because each section needs to be entered by hand.

q. Avery Kolers:
    i.   Perusall: will this make access to Perusall texts easier and codeless?
    ii. Is this useful for low cost texts?

r. Don Yowchuang:
    i.   Trying to get to codeless and in order to be part of the F.A. program, it has to be the lowest price in the market.
    ii. There is some sense to focusing it on big expensive textbooks. But the big benefit, regardless of the price, is that they have the book on day 1.

s. Ryan Luke: he uses F.A. for a course with $39 courseware. He does it for that reason – the students all have it on day 1.

t. Bonnie Fonseca-Greber: Please help with Vista materials

4. Blackboard Ultra

a. Begin working on summer / fall courses ASAP and advocate for better messaging & support from Delphi. Not a "new user interface" but a brand-new LMS that is still being developed. Advocating for return of features that used to be in 'classic' Blackboard

b. Some improvements from feedback from super-users committee

c. This is a brand new LMS. It lacks many features that people leverage to enhance teaching. A weird feature of missing items is that you don't know it's missing! E.g. gradebook periods.

d. Instruction & design features (Regina):
    i.   instructor info shows up on front page, can't be edited. TA can't get messages that were sent to instructor.
    ii. Deep folder structures. Only allowed 3 levels of folders.
    iii. Only the top module level can be customized. Can't change fonts on some things. Folder descriptions.
    iv. Blackboard Ultra severely limits content that can be provided to students.

e. Assessments (Jennifer Mansfield-Jones)
    i.   Assignments & Tests are now pretty much identical as they were.
    ii. Fewer different kinds of questions can be created. Still have the main ones (multiple choice, multiple options, fill in blanks, etc.)
    iii. Transfer all the different kinds of questions from your old courses to a new sample ultra sandbox course, and see what just disappears. You'll usually get a

warning that says we dropped something because it wasn't supported, and you'll have to go back and find out what.

    iv. Can you put images files there?

        1. Yes. Use the + sign, not copy-paste.

    v. Calculated formula questions are still there

    vi. Very unfortunate lack: it is not possible to take a test or a pool and export them from Learn Ultra to an offline file to be shared with others. Movement of questions between one course and another has to be done with a copy operation done by someone in delphi.

    vii. Surveys: if you've been using truly anonymous surveys, that's not an option anymore. You can create a workaround using Microsoft Forms

    viii. Offline Respondus test generator still works well. (Respondus Test Generator ≠ Respondus Lockdown Browser)

f. Communication with Students (Rachel Hopp)

    i. If a student sends you a message it will send you a notification/stub to your email. Click through to Blackboard and to the messaging center and then you see the message and can reply to it there.

    ii. Student will not get anything replied from your email box

    iii. You can turn off that messaging system but students still think they can message you. Still waiting on this update.

    iv. Announcements – you're used to Blackboard opening up on an Announcements splash page. No longer. They see a feed. New announcements will pop up but if they've shut down popups they will never see it.

    v. Severely limited messaging through the gradebook. Only "total grade". Forms of messaging that facilitate conversations with students don't work well anymore.

    vi. For announcements and grades, you have to go through the extra step of posting

g. Grading and Gradebook (Edna Ross)

    i. Ultra gradebook was inaccurate. First mistake: assuming that I could do the same thing with Ultra that I was doing with Classic. This is a completely different system.

    ii. Ultra only lets students access Total Grade, not the breakdown.

5. Decision to postpone items 4 & 5 to April.
6. Discussion of legislature / DEI & tenure bills
    a. Senate and House have passed distinct versions of the bill. Senate Rules Committee now looking at the House-passed version.
    b. Lauren Heberle presented draft of resolution for consideration.
    c. No vote; quorum not present.

Submitted: Avery Kolers