

Meeting: EIDA Committee Meeting

Date: March 19th, 2025 11:30 a.m. – 1:00 p.m.

Location: Teams Meeting

Attendance

1. Candida Crasto
2. Lin Zhang
3. Adrian Eraslan
4. Zia Rauwolf
5. Olivia Jenkins
6. Robert Wood
7. Megan Prell
8. Dorote Lucci
9. Elizabeth Steele

Agenda:

Icebreaker – What is your favorite plant or flower?

Notes:

1. Accessibility Skill Share (Megan Prell) -

- What resources are needed to support our courses and students?
 - Making Canvas more accessible
 - Alternate texts
 - Setting up pdfs
- How can we best support students who are trying to advocate for accommodation?
 - Draft a template email to give students who require accommodation
 - FERPA protects the information of the student
- Experiences
 - Robert – Rosalie will let us know that there is a student who has requested accommodation, but we're not able to know exactly what the problem is, but we do find out what the requested accommodation is. Most often this request is for more time. This feels confusing because most assignments are given at the beginning of the quarter and there are 10 weeks to turn these in in the quarter.
 - Megan – clarify what this means to the student and give extra time before the assignment is due so that everything can be turned in by the end of the quarter, or in a reasonable frame for grading.

- Dorote – I think the learning differences can be compounded in an intercultural environment. This shows up when the native language is not English. There isn't a real awareness around learning differences vs. Disabilities. How do we provide a structure that addresses differences vs. Implementing more time but not improving outcomes. In the PhD from what I've seen, the timing is better, but in the BA program, there need to be more structured check-ins
 - More time feels more beneficial to the PhD program.
 - Are there opportunities to give a "How to"
 - Megan – supports the professor in drafting something that supports more time but remains congruent with the course objectives.
 - Dorote – can we be offering additional tips and resources for students to learn more effectively?
- Candida – can we quantify the benefit of the accommodations we've offered so far? Does more time = better outcomes? Does more time benefit certain students or programs differently?
- Adrian – I always open everything in the beginning so that everyone has access to all the materials right away.
- Megan – Giving access all at once can be overwhelming, restricting access can feel limiting and like there's not enough time.
- Adrian – can students choose how and when they take on content.
- Zia – I'm dyslexic and have requested several other accommodations – I've had access to different accommodations and styles, and it's helped me understand my learning differences more clearly. Spelling and writing are very difficult for me. I've requested more time for my program, not because I need it, but because qualifying this difference allows me to request accommodation in different environments. Sometimes it feels blueprint-like at Sofia, that extra time is the most common accommodation.
- Megan – for many students it's habitual rather than immediately relevant.
- Dorote – I don't publish all the modules, but the syllabus does have a road map and an overview
- Megan – there are many settings in Canvas which allow you to publish assignments in various layers to help front load information but not overwhelm folks.
- Adrian – how do we maintain the novelty of things? I don't look at the getting started module, but there may be many students who just skip over it. A lot of information may get lost because of redundancy.

- Megan – we're working with instructional design to help support training and implementation without overwhelming them with additional work. For the getting started module, you can create a short survey that a student must complete to get the completion grade.
- Adrian – let's collaborate with EIDA on the getting started module and for curriculum review.
- Megan – we want inclusive representation in images.
- Next Steps -
 - Attending an affinity group
 - Drafting list of accommodations
 - Putting together a canvas training for accessibility
 - Send Megan additional ideas for support

2. EIDA Department Tour Report

- a. Student Services – overall theme that EIDA team is solid and secure, we're not going anywhere. They shared a story about going above and beyond to address the needs of their students. Can we get that story recorded and shared? Start showing and demonstrating examples.
- b. Human Resources – Reviewing HR handbooks and policies. Reviewing careers page on website for feedback. Also discussed the onboarding process. How are we looking at Equity in pay? There is an annual and biannual analysis that goes on to ensure pay parity.
- c. Financial Services – Want to have a follow-up meeting with Janet, Jacklyn, and Garrett
- d. APP Committee – Created a Teams space to collaborate with the APP committee.
- e. IR – This was a deep dive into the climate survey and the ability to engage in more rigorous research design. The climate survey served our purposes in terms of qualitatively engaging with the Sofia Community, and in the future, we would collaborate on enhancing the validity of future research including the focus groups.
- f. Marketing – Increasing visibility of EIDA on the current website.
- g. Next Steps
 - i. Admissions Meeting
 - ii. Larger Financial Services Meeting
 - iii. Curriculum Committee
 - iv. Strategic Oversight for EIDA on Friday (Nami and Carol)
 - v. Shall we share these meeting notes publicly

3. EIDA Marketing Video

- a. It's charming, personal and has heart!

- b. Can we make it part of the getting started module?
- c. Do we currently have a list of student committees?
 - i. Student Senate
 - ii. SoFoodies
 - iii. EIDA Committee
 - iv. Affinity Group Meetings
- d. Could Marketing put this in the student newsletter (an announcement section in the quarterly newsletter
- e. Could this be posted to all the courses?
- f. Dorote – We could also include this with the Global Conference communications
- g.