

Meeting Minutes
Graduate Academic Affairs Committee
September 15, 2020 (online via Zoom, 2:00)

Present members and adviser: Christopher Eliot (Chair), Li Huang, Dimitrios Gounelas, Daniel Miller, Stephen Hernandez, Renee McLeod-Sordjan, April Kinney, Zoran Sunik, Daniel Gershman, Elfreda Blue (Provost's Office), Suzanne Pike (Provost's Office), Jean Peden-Christodoulou (Student Affairs), Monica Florio (Graduate Recruitment)

The minutes of April 15, 2020 were approved unanimously.

1 Introduction to committee mandate

As an introduction, we reviewed:

1. The committee's mandate from the Senate bylaws
2. How the committee's agenda is set
3. Committee membership constitution

2 Leftover issues from Spring crisis planning?

The committee identified no leftover issues to take up from Spring planning. Stephen Hernandez noted that in the School of Education, the Spring allowances were extended to the Fall.

3 Subcommittee formation

The committee will research three areas. We will form subcommittees to investigate each of the following areas:

1. Online instruction support: UDL
2. Online instruction: exam security guidelines
3. Graduate student support

4 Online instruction support: UDL

The university highlights Universal Design for Learning modules in our Blackboard sites. We wondered:

- Do these modules offer useful guidance for faculty?
- Does reviewing the available modules reveal any important category of guidance related to online-instruction design that they leave out?
- Should faculty be made more aware of these modules? Could their role and potential value be communicated more effectively?

Stephen Hernandez offered to work on this.

5 Exam security

Suzanne Pike noted that students can be given different versions of exams., though others note that there are ways of circumventing that. She sees the most violations where multiple days are allowed for taking the exam. She observes that under Faculty Services, there is a video produced by EdTech and Suzanne regarding violations. But she agrees that there could be more. In grad school, most of the violations are in Business.

Stephen Hernandez offered that there are ways of randomizing order of questions, and changing variables.

There are problems with internet connections.

We asked: is there anything to be gained by developing recommendations to faculty?

Zoran Sunik offered to work on this.

6 Graduate student support

We asked: How do we support graduate students, whether through career services or by connecting them with professional opportunities? Some students enter our graduate programs mid-career, where they may already have networks. However, students entering programs directly from undergraduate programs, for example, may not yet have access to networks, nor be aware of strategies for completing programs and connecting to their professions.

April Kinney noted the important role of mentoring. Are there are preferred ways of continuing connections with graduates? Connecting students with professional societies — sometimes department memberships permit students to join without a fee. April also noted that some schools have alumni associations.

Li Huang asked: Could graduates who have been moved to industry be incentivized (e.g., by being offered library access) to maintain contact with our current students? Could Hofstra support the development and maintenance of networks in any way.

We observed that Hofstra offers career-planning services. Indeed, any project we propose to support would probably require collaboration among Career Services, Alumni Relations, and individual graduate programs.

In conclusion we thought to ask:

- Are there any initiatives that should be facilitated by the university, as opposed to departments?
- Are there reminders or ideas that could be productive to share with faculty, for example about Hofstra resources?
- Are there reminders or ideas that could be productive to share with students, for example about Hofstra resources?

April Kinney offered to work on this.

7 New business

No new business was introduced.

The meeting adjourned at 3:00.

UDL Inquiry Questions to Faculty:

1. As a faculty member, are you aware of the "Teach to All Learners (UDL)" tab on your course Blackboard site? Yes ___ No _____
2. If your answer is yes to Question 1, does the UDL information available to you on Blackboard provide you support for your online instruction? Yes ___ No _____
3. If your answer is yes to Question 2, please explain how the UDL information is helpful. _____

In addition, could the UDL information more helpful? Yes ___ No _____. If yes, please explain how it could be more helpful. _____

4. Regardless as to your response to the previous questions, do you believe there is another manner in which Universal Design for Learning (UDL) can be introduced and explained to faculty? Yes ___ No _____. If yes, please offer your thoughts on how this can occur. _____
