EGU Meeting Agenda

Date: 1/24/2020
Time: 4:00 PM - 5:15 PM
Place: 1515 E 1st Street

Officers Present: Kathleen, Claire, Dalia, Nina, Lizzy, Ashley, Marisa, Dwight, Sally, Kelli, Laura, Suyi, Martin, Aleksandra
Respected Guest: Bridget Angulo, Nichole Nervig

1. Business Office Q&A about 2-1 payment system

- schedule (.5 FTE/.25 FTE) -- "FTE" = full time employment (these numbers are all base pay from a first year; amounts may be higher due to higher degrees or time in the program)
  - 0.5FTE - $8,050 stipend paid bi weekly
  - 0.25 FTE - 4,025 stipend paid bi-weekly; fellowship $4,025 paid through bursar (check mailed or direct deposit)
- Fall (August 24-December19) & Spring (January 6-May 24)
  - First week of Spring includes 1 week of Fall and 1 week of Spring (0.375 FTE)
  - All further paychecks should reflect the Spring amount of .25FTE bi-weekly
- Student fees average $660, and if they were not paid before the fellowship entered the account, the bursar deducted that fee amount from the fellowship
  - Some students added three units of class between the time, which also changed how their stipend was received. fees were accounted and the fellowship came, the university counted that as overpayment
- Payment plan fee accrues ~$80 dollars
- Should this have happened to you, their advice is to take letter (employment contract) to financial aid for reassessment and explain that the fellowship ***is*** contractual compensation (not a scholarship/financial aid)
  - Basically, the fellowship is coded as "scholarship $" rather than compensation, so the Fin Aid sometimes gets messed up
- Marisa: specific numbers?
  - Nichole: please don't talk numbers; talk facts/concepts (stressed)
- First-years are on a 1:2, which also causes discrepancies (fall was 0.25 FTE + N, spring is 0.5 FTE paychecks)

        - Some first years were scheduled as 0.5 FTE in the fall as a benefit; paychecks will change in the next year

    Paychecks are the whole academic year (9 months, not full year though)

    - The question is asked: since the old FTE prohibited getting further jobs on campus; could we get another job in our 'lacking' semester?
        - .66 FTE-- domestic cap
        - .5 FTE-- international cap
        - As long as these caps are not disturbed, you should be good to go.
    - For international students, Nichole will talk with college further to avoid further fellowship troubles
        - Kathleen will follow up w/ Nichole on that :)
    - Marcia asks us to make sure we're enrolled in 6 units
        - They begin looking at enrollment in November and continue into early December for the spring
        - Be sure to talk to your program director and admin about enrollment

    Nicole and Bridget are trying to make the emails regarding payment more apparent and more clearly about finances so they do not get lost in clutter

        - Nichole also asks that everyone read their contract to make sure that it matches information you have received *before* signing it, as they supercede conversation or promise.
    - If you have a question, approach Nichole before Bridget.

2. Rep reports:

- Secretary (Claire): New minutes process (take during in document, send out for review by the end of the week)
- First-Year (Martin): no report
- WriPACA:
    - Marisa (Strategic Planning): no report
    - Jason (Bylaws): no report
    - Kelli (SLOs): We were working that there are five goals (Revision & Reflection, not grouped, which is to break the association between reflection as only part of revision) The text is as follows:
        - Reflection: Use meaningful, ongoing reflection to inform writing processes, foster the development of a writing identity, and think ahead to future writing situations.
            - 5a: Narrate their processes and progress as an academic writer throughout Foundations Writing courses.
            - 5b. Recognize themselves as purposeful writers who unique values, goals, and circumstances inform their choices.

            - 5c. Assess writing artifacts and/or/ experiences for application to future writing situations.
    - There is a comment that the program is rather generous with what is defined as 'reflection,' and that that sometimes the reflections work is doubled, perhaps unnecessarily
        - There is also question of whether this is a goal throughout the course or at the end of the course.
- EAL (Aleksandra): EAL Speaker Series first event on 31st of January (4-5 pm) in EDU 353 - Yasuko Kanno
- CW (Suyi): New visiting professor (Ivelisse Rodriguez) has resumed after recruitment late in the fall. Another visiting professor (name to come) has been lined up for next fall (word is that the college has decided the reported deficiency in CW faculty for graduate teaching does not warrant a full-time recruitment).
    - Fiction is the deficit
- RCTE (Zack): no report
- Lit Grad Curriculum (Dalia): Come to/apply to New Directions! Presenters are still welcome
- Lit (Laura): Nothing new; literature faculty meets next week to discuss revising comps.
- GPSC (Dwight): no report
- SLAT (Nina): SLAT Roundtable --
    - Speakers - Kimberly Geeslin & Ryuko Kubota
- EDI (Elizabeth & Ashley): No Updates :)
- Undergrad Curriculum (Sally):
    - From Kathleen: discussions about undergrad recruitment happening in Council will trickle into this committee because some people are concerned that curriculum is a big part of recruitment/retention
- Social Chair (vacant):

3. Co-Chair report:

- ***Meeting with Shelley (1/21)*** **--** Shelley and I touched based on and clarified her understanding of the topics we raised last semester (textbooks, extensions, and ENGL 591-Preceptorship). She and I talked about the need for a New GTA Guide similar to the New Lecturer Guide as a way to contextualize the graduate student experience in the writing program (in its current iteration).
    - The textbooks conversation is still on the table
    - GTA extensions seem to be solved: Susan built an average number of extensions per program into the budget, but this may not remain constant considering the future budget and the future WP Director.

- Seeking codified anti-discriminatory language in Preceptorship, which would be written in the possible New GTA Guide.
    - The goal would be to contextualize the language of harassment as separate from just being uncomfortable in class
        - A counterpoint brings up that perhaps the book isn't the best place
        - The response is that this information continues in the by-laws beyond the New GTA Guide, as per the new committee
    - It is clarified that this is consequences-type language (What ought a student do if they are harassed?), not prior training concerning discrimination in the work place.
        - A point is made that students cannot leave regardless of situation
        - Shelley's current stance is that no case has merited change, as was Susan's.
            - They contextualize the complaints as pedagogical or philosophical differences.
            - Additionally, no student has taken the formal university complaint process towards their professor, so it does not hold weight to them.
        - For context, currently the Writing Program has complete control over the course (the English department has tried to gain control in the past but did not).
        - The remarkable frequency of this issue merits the continuation of this discussion, as well as the GTAs' ability to teach and perform their jobs
            - There are remarks that this makes this akin to workplace harassment, remarks that preceptors do not seem to have oversight, and remarks that if this is a mentorship, there ought to be a chance to change or choose that mentor
            - This is a topic that Aurelie wants updates on as well
        - The Title IX document with WriPACA was referenced as possible guide
        - There was questions as to whether there are specific preceptorships with track records
            - The point was made that the employment ought to be proactive rather than reactive to track records
            - A further point was made that without oversight or record there *is* no track record.

        - There was a question as to why this information cannot be worked into the orientation process
            - A follow-up point was made that this can be done probably easiest with the coming of the new director (but this could be a much longer battle).
- ***Business Office stuff (1/21)*** -- Bridget and Nichole volunteered to come to our EGU meeting today; Vicki let me know that EGU Travel Grants for 1/20-6/20 is gone. The new cycle will begin July 1, and I will set up a meeting to discuss codifying policies so that she cannot take applications for the next term until the official start date. Idk about y'all, but I'd like this in writing somewhere?
- ***Meeting with Aurelie (1/22)*** -- Aurelie and I recapped some WP stuff from last semester, discussed the issues with finding another Co-Chair (and issues with the EGU constitution), and we talked about the reactionary department culture. She and I are going to continue conversations about the hiring process for the new WP Director and Associate/Assistant Directors, and I'm going to keep her in the loop about graduate-student concerns about equity and inclusion.
    - The official answer is that the search will be internal; however, things may change (so do not be pessimistic)
- ***ENGL Dept. Council Meeting (1/24)*** -- We discussed the new SBS budget deficit ($9 million) and ways to improve enrollments for the department because SBS only has a rainy day fund for next year.
    - (letter passed around with this information)
    - Concrete impact: we will have to fight for 19 course cap and 2:1 course load
    - The Writing Program is mostly safe, since temp teaching is funded by textbooks.
    - Intro-level Lit and CW courses come from SBS temporary budget, so those will likely be cut first.
    - The most obvious solution is recruitment on the instructors' end, though it gets more complicated the higher in administration it gets
    - Sally asks if anyone has suggested a compromise between 19 and 25 student course cap
        - The response is that it would more likely creep up to 21 (the number from a few years ago, though a few more than that will be 25)
        - The dean will likely fight for 19 since it increases our ranking
        - We would be more likely to lose the 2:1
    - There is a reminder for us all to participate in admin research to preserve these things even if personal convictions make you swallow pride
    - There is a question as to English minors' involvement in the department, which is answered as every student is a part of the system (they count as much as majors to higher offices looking at numbers).

4. Electing a new Co-Chair

- Thoughts?
- Kathleen would love someone out of course-work (not RCTE), not under any faculty or admin directly, and could serve all of 2020.
    - Sally points out the reasoning behind some older students (a rush to get out)
- A temporary buddy system was suggested until we find a replacement (which the room seems to agree would be a good band-aid)
- Shelley suggested a new system for co-chairs but that seems like a larger overhaul
    - We could brainstorm a new leadership model but Kathleen thinks what is in place works -- service for a full year creates a better relationship between faculty and admin
    - Compensation used to be a course release; Aurelie needs to check with business offer for current compensation, however
        - EGU gets promised money through social chair (this is not a real budget)
        - Where is our budget? A later conversation, but the questions of where it comes from are important.
    - The point is made that the workload requires a compensation to seem attractive to students
        - Fundraising was mentioned as a possibility.
- A further point was made that faculty and students don't know what all is required to serve as representative or co-chair, ultimately suggesting brainstorming how we can communicate this information effectively
    - Talking to grad classes is an option but time-consuming.

5. EGU Constitution updates

- We need to review Stefan's changes and maybe add others
- We need ten votes for the changes to be instituted