## **EGU Meeting Agenda**

**Date:** 5/1/2020

**Time:** 4:00 PM - 5:45 PM

**Zoom Link:** <https://arizona.zoom.us/j/727922265>

[**1.** Approve](#_tfudl3lzfrkv) Minutes 1

[**2.** Representative Reports](#_hmdqqnfeiwuo) 1

[**3.** Co-Chair Reports](#_qkmzh06mibqw) 2

[**4.** Ongoing EGU Projects](#_xhqbi5d74pnr) 2

[**5.** EGU Awards](#_72d0i7pd93uw) 2

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| --- | --- |
| **Officers Present:** | Dalia, Claire, Laura, Zach, Leah, Martin, Elizabeth, Kelli, Sally, Nina |
| **Visitors Present:**  | Marisa |

## **1. Approve meeting minutes from 4/17/20:**

Link: <https://docs.google.com/document/d/18qR0nSXY-OOynDtVdnItHrudxlwiAUlrsvH1z5bEj-c/edit?usp=sharing>

Approval of minutes: passed by show of hands

## **2. Representative Reports:**

* Secretary (Claire): No new reports. All approved minutes can be found on the EGU page [here](https://english.arizona.edu/english-graduate-union).
* First-Year (Martin):
	+ Usually the first-year representative is chosen in the early fall after the Co-Chairs visit during GTA training in mid-August
		- A proposal is made to reach out to the new cohort before the semester to offer companionship/mentoring/awareness
		- The set list of incoming GTAs may be unfinished as of now
		- General consensus think that the earlier, the better in regards to offering connections
			* It could be a small gesture early and more substantial contact later, but first contact would be good
		- Ultimately, the contact will go out after nominations and elections are decided around May 15 (first contact in mid-to-late May, the latter in July)
		- June 24 is the date where the university decides where class is held in the fall ([though Robbins has announced to news that we will be in person](https://www.wildcat.arizona.edu/article/2020/04/n-robbins-fall-inperson))
	+ New GTA guide to be worked on over the summer: volunteers?
		- Current members who expressed interest in helping:
			* Leah, Kelli, Zach, Claire, Dalia, Marisa
		- Sean Bottai usually a good contact but may be on a small sabbatical
		- Analeigh Horton is the GTA point of contact - she would be worth contacting on this topic
* WriPACA:
	+ Leah (Strategic Plan): On hold for the time being
	+ Jason (Bylaws): not present
		- WriPACA meeting a couple weeks ago : the by-laws proposal was given a *soft* “no”
			* A little disappointing to see the work of a year receive that response
	+ Kelli (SLOs): Electronic vote was agreed on, but neither Leah nor Kelli got the vote on the SLOs? Where can we find records of this process?
		- * Shelley Rodrigo, Keith, Shelley Staples, Anne Shephard are people to contact
		- WriPACA loved the additional SLO, last meeting was tweaking language to be accessible but many of those changes did not pass through WriPACA.

A short conversation about online teaching fears commences (see 6.)

* CW (Suyi): not present [Aside from the update that this program was hit the hardest from recensions, we have not heard much]
* EAL (Aleksandra): The whole conversation revolved around graduating EAL cohort, the Zoom virtual ceremony and all that. I can share something if you are very curious about our upcoming graduating experience :)
	+ This means a online Zoom session with virtual hooding and games
* RCTE (Zack): the students remain consistent - a fair number are now on the job market since their extensions were lost, which is a frightening situation to be in
	+ There are about 8 extensions lost (moment of silence for Stefan’s work)
	+ Christina is continuing on as program director
		- (Lynda and Paul are continuing their positions as Literature director and Undergrad Director in the fall - elections for the spring)
* Lit Grad Curriculum (Dalia): no meeting, nothing new
	+ - Tells of another situation with extensions and travel grants, but unsure how to aid
		- GPSC deferred the return of travel funds, but there has been no new information about travel grant money from English dep’t.
			* Remember that Travel Fund is now coming from WP budget (approximately $6500/semester)
				+ Perhaps because it is supposedly funded by textbook sales (GTA professional development) -- this is resolved as different (and should be separate)

From the March 2 Writing Program newsletter: "At that time, she understood the royalty budget to only have funds from the royalties of the (program-authored) Students’ Guide. This long-time royalty budget pays for a lot of operational costs including professional learning, travel, and awards. Since the Spring GM, Shelley R. has learned more about the budgets and wants to clarify that the royalty budget also includes funds from our Foundations account. The Foundations account includes any “general” donations to the WP that include royalties for books authored by individuals in the program. "

* Lit (Laura):
	+ Four students lost extensions
		- Faculty were asked strongly to reach out to them and offer advice
			* A proposal is made to pool this advice and send it to those who need it? The letter was less than empathetic.
			* Those who lost their extensions get enough tuition to cover one credit hour of the dissertation course. The rest must be found elsewhere.
			* From accounts, faculty have been compassionate and helpful, but that cannot cover all that needs to be solved.
	+ Eight new students coming in the fall (3 did not sign in time)
* GPSC (Dwight): no update
* SLAT (Nina): Still have not met; no director yet officially.
	+ - Pre-COVID, the program had already decided there would be no more extensions, as seen in a letter received by incoming fourth and fifth year students (it seems that they are not honoring the fifth year contract)
		- Unsure whether fellowships count towards funding (though likely)
* EDI (Elizabeth & Ashley):
	+ Ashley: absent
	+ Elizabeth: no official actions being taken, though everyone is apprehensive for the future.
* Undergrad Curriculum (Sally): no news to report
* Social Chair (vacant): no updates

## **3. Co-Chair Reports:**

* ***Council Meeting (4/17):***
	+ The only thing that has been discussed is the furloughs, which only applies in that they were discussing how to do their jobs on furlough.
	+ The lecturer situation is dire
	+ Formation of Committee for Academic Justice
	+ They made the point that advocacy will have to be done *now* before summer makes people relax.
* ***Election update:***
	+ Thanks to Claire and Leah for helping me send out all the nominations! It was a lot of work, and I really appreciate their support!
		- Elections will be May 5th
* ***WP Director Hiring Committee update:***
	+ The mechanisms of the process are giving trouble
	+ Videos addressing questions from program and then Qualtrics surveys following (like it was in the fall, but asynchronous)
	+ Link to candidate materials: <https://arizona.app.box.com/s/mkl331efu8ftl1uvqudax0qzq0557912/folder/111019282585>
	+ Concerns: please talk to Kathleen

## **4. Ongoing EGU Projects:**

See link to EGU Projects doc (started by Stefan last fall; needs to be updated): <https://docs.google.com/document/d/17UJJAqvAVNVR0bh6j4qVMR4wZixVeBlB0MHfapHL6is/edit?usp=sharing>

## **5. EGU AWARDS!!!**

[we ran out of time]

## **6. Conversation:**

ONLINE TEACHING

OWI complaint about the extreme requirements behind designing your own online course ( 6 courses 3 hrs each)

* also the wishy washy language around requirements
* PDC shells will allow labor-based grading (Shelley has piloted it, but her opinions as director may be more constraining)
* Would the diversity in student not also apply tothe diversity of teaching styles as well?
* there is no factoring of any previous course experience in deciding these factors (compare a first year teacher to an experienced instructor)

 A council member offers to share New Start conversations about PDCs about how leniently we can use them.

A different member shares her experience teaching the online courses:

* The readings are guides for teachers rather than students, so you can add actual readings to the course without issue.
* She has gotten no pushback during her stint adding, deleting.

The contrast is drawn between the old language (teaching the PDC once and taking one of the courses) and the new (you must teach the PDC the first time, and to design your own you need to have taught 3 semesters of online courses)

* Shelley says the distinction is between online experience elsewhere and online only at UA
* The affirmation that they do not get pushback changing things from the PDC is reaffirmed by a few people

Keith is sought out during this discussion

* “(1) if you have taught online and completed one professional development (PD), you don't need to do additional PD to teach online this fall but will need to do something small (ex: read an article) to teach online in the spring.”
* “(2) this semester's switch to online doesn't count toward PD; folx wanting to teach online will need to complete something like OIA's Intro to Online Teaching, etc.”

How will the administration decide who teaches online in the fall if people wish to avoid campus?

* Hybrid model of classrooms may be a solution (teaching in person once or twice a week).
* The question between the competing needs of smaller class size and larger course caps is raised without satisfactory answer.
* Can GTAs refuse to teach in person?
* Administration seems to want to watch the situation intently in the fall, but the reality of keeping students contained is impossible.

FINANCES

Conversation about award money being cut in half (we cannot probably influence that decision)

A question arose about the status of lecturers' jobs. A member attended a PTW meeting with lecturers, and all in attendance were surprised to hear 18 PTW courses are being offered this fall.

* During the AIME meeting (2 weeks ago) where they discussed lecturers, no lay-offs/non-renewals of contracts had happened yet, but they were still assuming that it would. There is no official status

JOB SECURITY

A question arose as to the security of GTAships - as GTAs are foundational to the research institute, the university shouldn’t cut them. It would instead increase workload (2:2 / 20+ students)

* After 20-21 we are contingent faculty (See Shelley’s email “[wp\_admin] INFORMATION: WP Course Caps & AY20-21 for GTAs, Lecturers, & WP Admin”)
* Could we check with our chairs to be sure?

Summer teaching is usually staggered, so people are still waiting to hear whether they have a course.