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SUMMER 2020 SPECIAL ISSUE

VOL. 4 NO. 3

# AAALGrads

THE AAAL GRADUATE STUDENT COUNCIL NEWSLETTER

Welcome! In this special issue of the AAALGrads newsletter, you will find:

- Letter from the GSC co-chairs and newsletter co-editors
- Profiles of the GSC Steering Committee members and newsletter co-editors
- Conference proposal tips from the AAAL leadership
- Summary of our 2020 needs analysis survey
- Covid-19 resources for graduate students
- Interviews about Covid-19 with applied linguists and administrators
- Quarantine stories from graduate students
- Q&A with the AAAL leadership
- Call for the Fall 2020 issue of the AAALGrads Newsletter
- Survey about the new newsletter format

We welcome your feedback and input. You can leave comments in our surveys, or reach us through email at <a href="mailto:grad@aaal.org">grad@aaal.org</a> OR <a href="mailto:aaalgrads@gmail.com">aaalgrads@gmail.com</a>.



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# Letter from the Co-Chairs and Co-Editors

Dear fellow graduate students,

Welcome to this summer special issue of the AAALGrads newsletter! We have planned and put together this issue of our newsletter to address the challenges and experiences of graduate students in face of the Covid-19 pandemic.

Most, if not all, of us have been impacted in some form or another by the Coronavirus. Classes were moved online in a hurry. Travel and research agendas were disrupted. Funding was rescinded. Questions about visa status and time to degree emerged. In this time of uncertainty and ambiguity, the GSC Steering Committee is committed to supporting our fellow graduate students. Our goals with this special issue are to make the impact of Covid-19 visible and to create community among graduate students. As we stand in solidarity with you all in these difficult times, we hope that this issue will give you a voice, provide you with valuable resources, and connect you with one another and with the AAAL leadership.

In our summer issue, you will find the following items:

- Profiles of the GSC Steering Committee members and newsletter co-editors: Earlier in 2020, the GSC leadership changed. We want to take this issue as an opportunity to introduce you to the new Steering Committee members and newsletter co-editors. Our profiles will inform you about our academic backgrounds and what we have been up to since the start of the pandemic.
- **<u>Conference proposal tips from the AAAL leadership:</u>** The deadline for abstract submissions for AAAL 2021 in Houston is approaching fast. Drs. Kendall King, Patsy Duff, and Charlene Polio have put together an informative and comprehensive guide on the abstract submission and evaluation process.
- **<u>Summary of our 2020 needs analysis survey:</u>** In June 2020, we launched a needs analysis survey that was shared via our various platforms to find out more about how the graduate student community has been impacted by the pandemic. We were also hoping to learn how we can support you in these difficult times. In our write-up of the survey responses, you will learn more about the experiences of graduate students affected by Covid-19.
- Covid-19 resources for graduate students: Based on the needs analysis survey, we have compiled a list of resources that we hope will support you as you negotiate our new reality. In this section, you will also find an informative piece about changed funding situations by Georgia Ehlers, director of the Office of Fellowships and Community Engagement at the University of Arizona.
- Interviews about Covid-19 with applied linguists and administrators: We have asked four applied linguists and higher education administrators, Drs. Suzanne Panferov Reese (University of Arizona), Sara Cushing (Georgia State University), Chelsea Timlin (Brown University), and Christine Tardy (University of Arizona), to give us their thoughts and opinions about the impact Covid-19 has had on academia and higher education, and what challenges the pandemic has created. You will also find valuable tips and strategies in this section.
- Quarantine stories from graduate students: Earlier this year, we asked graduate students to submit their Covid-19 stories through our social media channels. In this section of the newsletter, find out what some of your peers have been up to since the start of the pandemic.
- **Q&A with the AAAL leadership:** In the needs analysis survey, we elicited questions you had for the AAAL leadership. Read their responses in this section of the newsletter. You can also submit additional questions and provide further input through the surveys linked in this section.
- Call for the Fall 2020 issue of the AAALGrads Newsletter: In response to the death of George Floyd and the protests sweeping the nation thereafter, our Fall 2020 issue will be centered on the theme of "Race, Equality, Justice, and Allyship." We cordially invite you to contribute to our fall issue to continue the dialogue about creating more equitable, diverse, and racially just spaces in higher education, language learning, and society at large.
- **Survey about the new newsletter format:** You may be aware that we used to publish the newsletter as a single PDF. The GSC Steering Committee decided to change the format of the newsletter, starting with this website-based summer issue. As we continue exploring options, we want to hear your opinion, too. Please take a moment to fill out our survey about this issue of the newsletter. Your feedback will help us to better serve you and meet your interests in the future.

Finally, the co-chairs and co-editors want to thank our colleagues on the Steering Committee and all GSC subcommittee members. They have been working tirelessly this summer to make this special issue happen. We're grateful for their contribution and commitment to the GSC and the graduate community as a whole.

Sincerely,

Stefan Vogel & Zhenjie Weng, co-editors Haoshan Ren & Laxmi Prasad Ojha, co-chairs













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# STEERING COMMITTEE MEMBER AND CO-EDITOR PROFILES



### Haoshan (Sally) Ren

#### Co-chair

Sally is a Ph.D. student in the Department of Applied Linguistics and ESL at Georgia State University. As Co-chair of the GSC Steering Committee, her responsibilities include serving on the AAAL Executive Council as well as the Fund for the Future of Applied Linguistics (FFAL) Board of Trustees, collaborating with the AAAL conference planning committee, leading Steering Committee meetings and tasks, and overseeing the planning of graduate student events at the AAAL conference. This summer, Sally is teaching an online listening and reading course for the Intensive English Program at GSU. She is also involved in a few assessment projects. In her free time, she occupies herself with learning to make instructional videos, dabbling with her musical instruments, experimenting with different online tools to connect with friends, and trying out new forms of indoor exercise.



## Laxmi Prasad Ohja

#### Co-chair

Laxmi is a Ph.D. student in the Department of Teacher Education at Michigan State University. As Co-chair of the GSC Steering Committee, Laxmi's responsibilities include planning and leading Steering Committee meetings, overseeing the graduate student events at the AAAL conference, collaborating with the AAAL conference planning committee, and attending AAAL conference and business meetings. Laxmi is also a member of the AAAL Conference Connections Committee. This summer, Laxmi is working on multiple projects on teacher agency in language classrooms, and youth agency in cyberspace for the promotion of minoritized language and culture in multilingual contexts. Laxmi spends his free time listening to music and playing with his son.



### Josiah Murphy

### Secretary / chair of diversity sub-committee

Josiah is an incoming Ph.D. student in the Linguistics program at the University of Hawai'i at Manoa, where she will learn how to document and advocate for endangered languages. As secretary of the GSC Steering Committee, Josiah's responsibilities include providing logistical support for GSC meetings, coleading planning of conference events for grad students, leading the Diversity Subcommittee, and spearheading graduate student initiatives. This summer, Josiah is getting ready to move halfway around the world, connecting with friends on BoardgameArena, and attempting to hike every trail in Cuyahoga Valley National Park.



## Svetlana Koltovskaia

# Member-at-large / chair of social media sub-committee

Svetlana is a Ph.D. candidate in TESOL and Applied Linguistics at Oklahoma State University. As the Social Media Member-at-large of the GSC Steering Committee, her responsibilities include publicizing GSC's news and events on social media platforms (Facebook, Twitter, Instagram, LinkedIn, YouTube), publishing monthly blog entries on GSC website and videos on GSC YouTube channel, preparing monthly meeting agendas for social media sub-committee and holding sub-committee meetings, as well as attending monthly SC Steering Committee meetings and collaborating with them on different tasks. This summer, Svetlana is working as an online coordinator at the OSU writing center. She is also working on multiple research projects as well as preparing the syllabi for the two courses (English Grammar and Technical Writing) that she will be teaching in the fall semester. When Svetlana has free time, she attends various online webinars, watches movies, cooks, does yoga, and once in a while goes for a walk around her favorite Boomer lake.



# Lupe Rincon-Mendoza

### Member-at-large / chair of event planning sub-committee Lupe is a Ph.D. candidate in the Department of Applied Linguistics at

Pennsylvania State University. As the Event Planning Member-at-large of the GSC Steering Committee, she works with her team on the development and organization of topics and themes for the AAAL GSC Webinar Series and the graduate student events at the annual meeting for AAAL. Her research interests include academic socialization, sociolinguistics, and sociocultural theory. Her dissertation focuses on determining how interactions shape how graduate students in the Humanities are socialized into their profession, and how they use language to think collectively with others in seminar and extracurricular professional development activities. When not preoccupied with all things research, teaching, and planning, Lupe enjoys running, watching/playing soccer, strength training, baking, and listening to the latest podcast episodes on mysteries and urban legends.



### Stefan Vogel Member-at-large / newsletter co-editor

# Stefan is a Ph.D. candidate in Second Language Acquisition and Teaching at

the University of Arizona, going into his sixth year in Fall 2020. As one of the AAALGrads Newsletter Co-editors, he plans the fall and spring editions with Zhenjie Weng, including finding a relevant theme, collecting and evaluating submissions, assisting authors in revising and finalizing contributions, and putting the newsletter together. This summer, Stefan is teaching a fully online technical writing course. He's also working on the findings chapter of his dissertation, which is about the leadership practices of second language writing teachers, particularly as they emerge in and are enacted through collaborative professional development. When Stefan is not at his desk, he goes for walks or hiking around Tucson, tries out new cooking recipes, watches sci-fi movies on Netflix, takes care of his plants, or keeps in touch with friends and family online.



### **Newsletter co-editor** Zhenjie is a Ph.D. candidate in the Foreign, Second, and Multilingual Language

Zhenjie Weng

second language writing to international undergraduate students and conducts research on language teacher agency and identity. In her recent work, she studies graduate-level ESL composition teacher's identity construction and teaching practice. As one of the AAALGrads Newsletter Coeditors, Zhenjie is experienced in reviewing and editing submissions for both local and international journals and newsletters. Currently, Zhenjie is taking online courses on Systemic Functional Linguistics and statistics. During her free time, she likes to cook Chinese food and watch movies and TV shows.

Education (FSMLE) program at the Ohio State University (OSU). She teaches

If you want to learn more about our academic backgrounds,

visit the "Steering Committee" and "Newsletter Co-Editors" pages of the GSC website.











This piece originally published at https://www.aaal-gsc.org/sc-and-co-editor-profiles



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# Conference Proposal Tips From the AAAL Leadership

**Conference Events** 

Newsletter Fall 2020

With the <u>submission deadline for the 2021 AAAL conference</u> just around the corner, we imagine many of you are working on your proposals right now. In this section, Charlene Polio, Kendall King, and Patricia Duff provide indepth insight into the conference proposal submission and review process. We hope this piece will be useful to you as you prepare for next year's convention!



the Department of Linguistics & Germanic, Slavic, Asian and African Languages at Michigan State University. She is a memberat-large of AAAL.

...is Professor and Associate Chair of



Education in the Department of Curriculum and Instruction at the University of Minnesota. She is the current President of AAAL.

...is Professor of Second Language



...is Professor of Applied Linguistics in the Department of Language and Literacy Education at the University of British Columbia. She is also Associate Dean, Research, in the Faculty of Education. She serves as the First Vice President of AAAL.

visit the Executive Committee website or watch this video on the AAAL Facebook page!

If you want to learn more about the AAAL Executive Committee,

### How Does It Really Work? AAAL Conference Proposal Submission and Review

Charlene Polio, Kendall King, and Patsy Duff

Warm greetings! As long-time AAAL conference-goers and current AAAL Executive Committee members, we want to encourage you to submit and participate in AAAL 2021. We had some of our earliest (and best) academic conference experiences at AAAL and wish the same for you. We also know you probably have a lot of questions about how the submission and review systems work.

AAAL has some long-standing resources about writing conference proposals (also called abstracts) on the web site as well as a description of what should be included for 2021. Here we offer some additional and more specific insights based our experience as strand coordinators and conference organizers who have overseen the abstract review process. Once you understand the conference proposal genre, you will likely find that it is one of the easiest genres you will have to write in your career, and much less work than writing the paper that you will want to publish after the conference!

**Writing Conference Proposals** 

A conference proposal, although similar in length to the abstract of a journal article, often differs in some respects, so journal abstracts might not be the best point of reference for you. What's more, journal abstracts vary from journal to journal and even between quantitative and qualitative research, so they can be a misleading guide for conference proposals. Finding models to analyze is not always straightforward since not all organizations in applied linguistics publish the full conference abstracts. AAAL only began doing so in 2020.

We suggest that if you are new to proposal writing, you get together with your classmates and professors and share successful

examples of AAAL proposals. One way of collecting these is by checking the AAAL app (2020 Conference, Denver). Even though the conference was cancelled due to COVID-19, the abstracts are still posted. By reviewing these abstracts, you can identify the elements that they have in common and then share your own drafts for feedback. Despite some differences among proposals, we can provide some tips. First, make sure your abstract reflects timely and

interesting work, showing its relevance to current issues in the field. To that end, show that you are aware of the related

literature but don't get bogged down in it and keep references to theory and past research brief (e.g., 3-4 in-text references, such as "(Smith, 2019; Tamaguchi, 2014);" citing none, in contrast, will likely lower the score on contextualization within relevant literature or theory. It's usually appropriate and expected that you will cite some related research, but there is no need to use up the word count by listing the full references at the end of the abstract. Evaluators will look to see if you have explained how your research will move the field forward, fill a gap, or replicate a prior study. After that, explain your study as thoroughly as you can within the 300-word-maximum limit. Above all, make sure that you clearly explain the design of your study and, if it is an empirical project, what data were collected and how analyzed. Next, if

you have them, report the results. One question about proposals that many people ask is, "Do I need to have the results of my

study to submit a proposal?" Of course, it's ideal if you have them, but many people submit their proposals before collecting or analyzing their data, since the abstract submission deadline is typically eight months before the conference. If you do submit an abstract prior to completing the study, make sure that you will have time to finish the study by the time of the conference. If you write the proposal without your results, it's fine to speculate, to note preliminary results (if any), or to explain what the results will imply. Sometimes, especially if you report the results, you won't have space to discuss the implications, which is usually not a problem. Most reviewers would rather that you take the time to talk about your study so that they can properly evaluate it. Finally, remember that you can only submit one proposal as first author of a paper (whether stand-alone or in a colloquium), roundtable presentation, or poster. Some people in the past have prepared and submitted multiple proposals with the hope that

One of the first steps in the abstract submission process is to choose the primary (and, optionally, secondary) strand your abstract fits into. This is important information because the reviewers of your abstract (see next section) are recruited because of their expertise in that area. In addition, when we create the AAAL program, we cluster and code abstracts by strand so AAAL attendees can easily find presentations that align closely with their own interests.

at least one will be accepted. However, this year the Confex system that manages submissions will automatically prevent

multiple submissions. So focus on making the abstract you do submit as strong as possible.

transferred to Strand Coordinators. These are individuals who are established experts in their sub-area of applied linguistics and have volunteered to coordinate the review of abstracts. There are 22 strands this year and each strand has at least one,

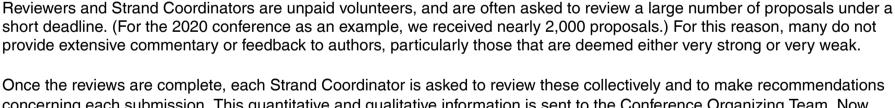
The Review Process

and sometimes two, coordinators and then dozens or even hundreds of reviewers, depending on the historical and current number of submissions to each particular strand. Strand Coordinators then electronically assign proposals in their strand to reviewers, those AAAL members who have agreed to review proposals for that strand. This is done in what is known as a double-blind manner: the reviewers do not know who wrote the abstract and the authors will not know who reviewed it either. Each proposal is assigned at least two reviewers. In cases where there is a disagreement, a third reviewer might be assigned. Reviewers use a rubric that aligns very closely with <u>published evaluation criteria</u>. For this reason, we strongly recommend that

proposal submitters are familiar with these criteria. All reviewers are asked to rate proposals numerically using this rubric (on a 1-6 scale, where 6 is excellent), and then make an overall recommendation about the submission (accept, accept if space

Once the abstract submission system (in Confex) closes (this year on July 29th, 4 p.m. EDT), all proposals are electronically

permits, tend to reject, reject). They are also encouraged to provide qualitative feedback or commentary. The rubric currently in **AAAL Conference Rubric** 



Once the reviews are complete, each Strand Coordinator is asked to review these collectively and to make recommendations concerning each submission. This quantitative and qualitative information is sent to the Conference Organizing Team. Now come the hard decisions! In a typical year, the number of submissions is limited by hotel space. It's simple math: we run the

conference for just over three and a half days, approximately 8 to 5, plus time for lunch, breaks and plenary sessions. This means-despite having a pool of many excellent and highly rated sessions across the strands-we only have room for so many presentations (colloquia, roundtable or poster presentations, or individual paper presentations).

The conference organizers aim to have roughly similar acceptance/rejection rates across different strands; they also seek to admit the strongest and highest-interest proposals, and to have a diversity of topics, languages and contexts represented. It is important to understand that different strand reviewers tend to rate and score their proposals differently in quantitative terms; the statistical means vary across strands. In practice, this means that a 5 (overall score) in one strand might be accepted (as one of the highest-ranking proposals) and might be rejected in another (as a lower-ranking one). For this reason, the accept/reject decisions are made by strand.

Overall, posters tend to have slightly higher acceptance rates, and colloquia tend to have a somewhat lower rate than traditional papers. Two reasons for the often-higher rejection rate of colloquia (whether 1 hour in length or 2 hours): first, they take more space in the program and can be harder to schedule (especially the 2-hour sessions); and second, they often do not demonstrate sufficient complementarity or coherence across the set of 3-5 papers within the colloquium when reviewed. Highly-scored proposals for individual papers in some cases might be offered a poster or roundtable session instead of a

paper session due to the lack of paper presentation slots. Although such decisions might be disappointing, presenting in a poster or roundtable session can be a great opportunity to share your research and participate in the conference in a lower-

Alternatively, in some instances, as the conference approaches and more paper slots open up through cancellations, poster or roundtable presenters might be offered the opportunity to switch to a paper presentation slot. This is always optional for the presenter. If a poster has already been prepared, for example, there is no need to abandon that for a paper presentation.

platforms. We thank you for your patience!

**Decision Letters and Next Steps** Decisions about acceptance or rejection of proposals are communicated to submitters in as timely a way as possible. For the 2021 conference, with a submission deadline of late July, we aim to get results out in early October, if possible. Then those

accepted must register by early November; if they do not, their session will be dropped and those on the waitlist will be added. We know that you are eager to know the results of the review process so you can plan accordingly, and the conference team works very intensively to have as quick a turn-around as possible. This involves making recommendations, sometimes getting

additional input or reviews, double-checking for errors, and sorting out myriad technical issues across multiple online

As your decision letters come in, please read them carefully. These letters will typically contain some information about the review process and outcome as well as critical next steps (e.g., registering for the conference). The actual scheduling of sessions is done over the next two months and into January, with allocation of sessions to particular dates and time slots. We then inform you of the time and date of your session. Unfortunately, we cannot accept requests for particular presentation times/day and cannot re-consider accept/reject decisions since the process is so complicated and must take into account

conference. Acceptance of previously submitted proposals cannot be guaranteed, though.

This piece originally published at https://www.aaal-gsc.org/conference-proposal-tips

numerous factors, as noted above, within a very compressed timeframe.

stress way and with more personal interaction with others interested in your work.

We hope you have found this helpful and look forward to receiving your proposal for AAAL 2021!

Editorial note: We've received word from the Executive Committee that you can resubmit a proposal from the canceled 2020

If you have any questions for the GSC or AAAL leadership regarding the online conference format or any other conferencerelated issue, we have created a Google Form where you can submit them.



grad@aaal.org

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<u> https://www.aaal.org/graduate-student-council</u>

Criterion Title/Description			
Appropriateness and Importance of the Topic Is this an important topic within the area? Is the presentation likely to make an		Value	Description
original contribution to knowledge in the field? If this is a replication study, is the novel contribution evident? Are the findings (for empirical work) or the	Min:	1	Poor
perspectives (for conceptual work) likely to be of interest to conference participants?		6	Excellent
Theoretical Orientation  Are the theoretical framework and research objectives of the proposal evident? In the case of a colloquium, are the theoretical framework and research objectives of each contribution evident?	Scale	Value	Description
	Min:	1	Poor
		6	Excellent
Research Design / Conceptual Framework	Scale	Value	Description
Research Design (for empirical studies only)	Min:	1	Poor
Has the author provided sufficient information about (1) the participants in the study, (2) data collection, and (3) data analysis procedures? Is the design appropriate for the research questions or hypotheses? Are the findings of the research stated, or if the analyses are ongoing, are there clear indications of how the findings will answer the research questions?		6	Excellent
Conceptual Framework (for conceptual studies only)  Has the author included an integrated discussion of the literature with evidence of up-to-date thinking? Is there a mention of how the topic has been treated by			

other researchers? Does the author provide a clear exposition of how this work advances the field?

#### For Colloquia/Colloquium Papers

Does each paper provide sufficient information about research design (if an empirical study), or a clear exposition of the treatment of the topic (if a conceptual paper)? Does each author indicate how the presentation will contribute to colloquium objectives and current issues?

#### **Organization and Clarity**

Is the abstract (or abstracts, in the case of a colloquium) well written? Does the proposal suggest that the presentation will be well organized and clear? If it is a roundtable proposal, are the objectives and intended outcomes and methods for engaging participants in discussion clearly stated and appropriate? If this is a proposal for a colloquium, is there a coherent theme across the papers? For a **2-hour colloquium proposal**, does the overall abstract clearly indicate a schedule of activity and allow ample time for discussion and audience participation? For a **1-hour colloquium proposal**, does the proposal respect the pre-determined schedule for the three papers and discussion time?

Scale Value Description

Min: 1 Poor

Max: 6 Excellent

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This piece originally published at https://www.aaal-gsc.org/conference-proposal-tips

### **Summary of 2020 Needs Analysis Survey**

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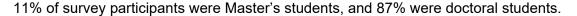


#### Introduction

In response to the outbreak of Covid-19 in Spring 2020, the GSC Steering Committee initiated a survey aiming to reach out to current AAAL graduate student members. The purpose of the survey was twofold: First, we wanted to provide a platform for graduate students affected by the pandemic to share their stories, concerns, and resources. We believed this could be a first step in helping graduate students to connect with, support, and inspire one another. A second purpose of the survey was to collect requests and suggestions from the graduate student community to inform our future operation as the GSC. We sincerely appreciate all the input you have provided, which has guided us in compiling the most relevant resources and tools in these challenging times. In this section of our summer special issue, we present the analysis of survey responses and share with you the voices and experiences of the AAAL graduate community.

#### **Survey Demographics**

61 people completed this survey, including 7 who were not members at the time of filling out the needs analysis.



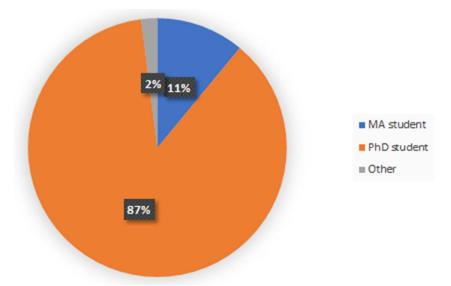


Figure 1: Survey participants by degree

59% of respondents were Americans or permanent residents, and 41% were international students studying in the United States.

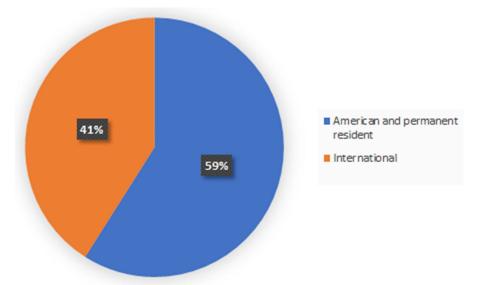


Figure 2: Survey participants by immigration status

56 participants chose to identify their race or ethnicity; 54% identified as White or Caucasian, 25% as Asian, 7% as Hispanic or Latino, 3% as Black or African, and 3% as Mixed. 8% preferred not to share.

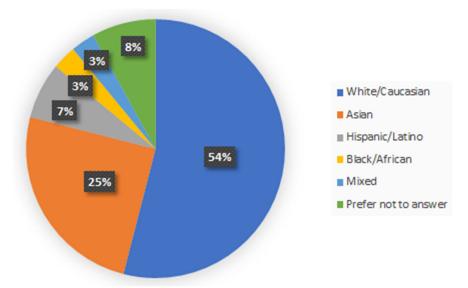


Figure 3: Survey participants by racial/ethnic background

Respondents also had the option of self-identifying their gender. 62% identified as female and 33% as male. 12% identified themselves with the LGBTQIA+ community.

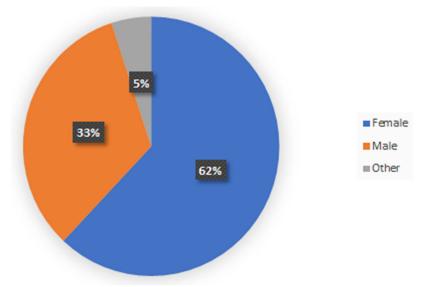


Figure 4: Survey participants by gender identity

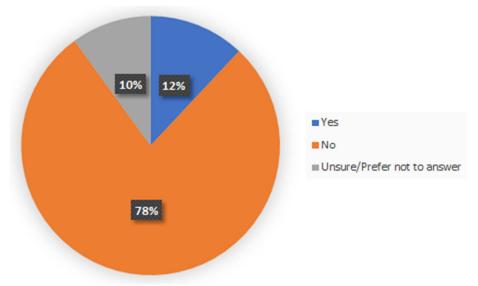


Figure 5: Survey participants by LGBTQIA+ identity

2% of respondents were younger than 23 years old. 20% were in their 20s, 68% in their 30s, and 10% in their 40s.

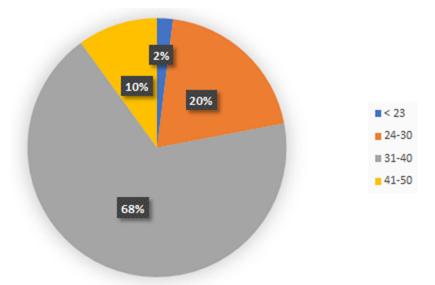


Figure 6: Survey participants by age group

#### **Challenges**

In our needs analysis survey, we asked graduate students about *challenges regarding their research* due to the COVID-19 pandemic:

- Disruptions to research plans: The majority of survey participants reported that their data collection plans had failed, been delayed, or needed modification due to Covid-19. Most participants were supposed to collect data either in person or travel to other countries to collect data for their research/dissertation. However, their data collection had to be postponed or moved to a different format.
- Access to resources and faculty/supervisors: A large number of graduate students
  reported that they had no or very limited access to their library and library resources
  (such as inter-library loans) as well as faculty. This seemed to negatively affect their
  work and resulted in frustration.
- **Mental health**: Many graduate students expressed difficulty concentrating on research/work and feeling unmotivated and unproductive during lockdown.
- Work-life balance and lack of childcare: The survey results clearly showed that
  parents were particularly affected by the lockdown in regard to conducting and
  continuing their research. Many participants reported having a hard time harmonizing
  work- and research-related responsibilities with childcare.
- *Financial hardship*: Lost funding and unemployment due to Covid-19 were identified as major barriers for graduate students to carry out and continue their research.

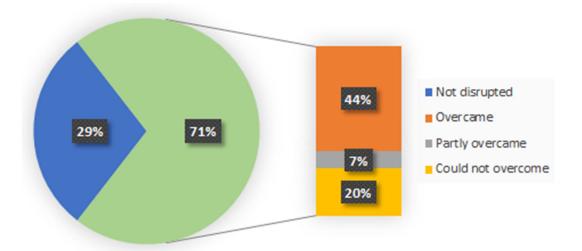


Figure 7: Reported disruptions to research projects

We also learned about *challenges besides research* graduate students were facing during the Covid-19 pandemic:

- Uncertainty regarding the job market and funding: Most respondents mentioned their
  ability to secure employment in the current job market after graduating as a major source
  of stress during the pandemic. Some answers also addressed summer jobs or funding
  as a major source of concern. What became particularly clear is the precarious situation
  of international students who depend on work on campus due to visa restrictions.
  Additionally, most international students indicated they could not simply go home to work
  due to travel restrictions.
- Work-life balance and lack of childcare: As can be expected, graduate students having to work from home and take care of family and children not only interfered with their research plans but also made it harder in general to complete work for school.
- Uncertainty regarding international travel and visas: For students with family abroad, this seemed like a very prominent issue. These students worried about their relatives abroad and mentioned that they didn't know if they should or would be able to go back to their home countries to visit their relatives. Travel restrictions and difficulty making travel arrangements were also mentioned as major challenges.
- Isolation from friends and the university community: Participants mentioned feeling isolated and missing face-to-face contact or communicating with friends, peers, colleagues, and professors. Similarly to the responses about research-related challenges, it was mentioned that faculty support was hard to come by.
- **Fall teaching:** Some graduate students expressed worry about their teaching load in fall and having to prepare for online instruction.

Apart from challenges related to research and general difficulty during the pandemic, we asked graduate students to share any insights they had about how Covid-19 had affected the *current job market and funding* (as evidenced, for instance, by information they had received from their institutions or professional organizations, or their current job searching experience):

- Disruptions in hiring/employment and increased competitiveness: There was a
  general consensus about the bleakness of the current job market. Respondents
  mentioned that universities had rescinded job offers, postponed hiring temporarily, or
  completely frozen hiring indefinitely. Some respondents expressed worry that the
  pandemic had further exacerbated the challenges academics face in an already highly
  competitive job market. Universities requesting early retirements as well as furlough
  plans for faculty and staff were mentioned as well.
- Graduate funding packages and requirements: We heard from some respondents that the size of incoming graduate student cohorts at their university had been reduced. We also learned about funding being rescinded from GAs on extension during the 2020-21 academic year and student enrollment in undergraduate courses going up. Some graduate programs announced that they might not be able to support graduate students beyond the minimum guaranteed number of years. The issue of Covid-19 affecting graduation plans was raised as well. One respondent expressed frustration over their department's unwillingness to modify the requirements for Ph.D. students during the pandemic.
- Personal challenges and external barriers: Some graduate students reported on difficulties while searching for jobs because of interrupted international travel or campus closures.
- Lack of information: Several survey participants reported that they did not have any
  information or were unsure about the effects of Covid-19 on the job market and funding.
- Suggestions for AAAL/GSC and graduate students: Some graduate students hoped
  that AAAL or the GSC could provide guidance in navigating the job market and continue
  advocating for young scholars. Others gave specific advice regarding employment, such
  as diversifying one's profile and gearing one's work and research toward jobs in the
  industry.

#### **Resources and Support**

As the section on challenges shows, the pandemic has caused tremendous distress and turbulence in terms of graduate students' mental well-being, financial stability, and academic performance. When asked to share their sources of support, many respondents suggested that support and guidance (or a lack thereof) from departments, mentors, or advisors could be an impactful factor on graduate students' academic performance and mental well-being during the pandemic.

In terms of *finances*, most graduate students who indicated navigating the pandemic well generally reported being able to hold on to assistantships from their institution and maintaining a certain level of stability. In addition, most graduate students were able to seek financial support

from emergency scholarships, family members, and through government programs (such as the <u>CARES fund</u>).

In terms of *mental health*, most graduate students were able to seek/receive support from their family members, friends, academic advisors, and other social circles (e.g., church groups, staying connected online). In addition, many participants indicated that they had successfully reached out to mental health and counseling services.

Regarding *academic work and performance*, graduate students highlighted that they found online services or events, such as graduate writing groups, useful. As mentioned in the challenges section, the pandemic has had a severe, negative impact on graduate students' research projects. Many of the students affected were struggling to alter their research plans. As indicated in Figure 7, 71% of survey respondents experienced some form of disruption to their *research* because of Covid-19. Among these, 27% reported not being able or only partially being able to overcome difficulties with their projects. Those who indicated that they had been able to modify their research described the following tools and resources as helpful in continuing or adapting their projects:

- data collection (Qualtrics, Google surveys, LimeSurvey, the Words in the World Open Office Hours)
- data analysis software (E-Prime Go, PsychoPy, corpus tools)

When it comes to *teaching*, most of the responses credited tools that enabled transitioning to online instruction while resembling in-person teaching, such as:

- Communication technology (*Zoom*)
- Collaboration tools (Google Suites, Google Docs)
- Course management systems (Canvas)
- Video-sharing platforms (YouTube)
- Video editing technologies (iMovie, VoiceThread, Flipgrid)
- Scheduling and record keeping platforms (Doodle, MyWConline)
- Poling platforms (Poll Everywhere)
- Cloud storage (Google Drive)

Some survey participants also benefited from social media along with open online courses available on the web:

- Social media (Facebook)
- Open online course (webinars, MOOCs, writing spaces)

Others were more pragmatic in their use of tools and resources, and mentioned physical equipment that was helpful while working online:

- Ergonomic tools (laptop stand, wireless keyboard and mouse, back support)
- Tech tools and hardware (noise cancelling headphones, printer)

Human resources were also framed as a significant factor in *teaching* and conducting *research* online. Most of the respondents claimed they benefited from their advisor's help as well as support from their peers. The survey data highlighted the importance of collaborating with experienced peers and colleagues, and advisors being flexible.

Institutional support was a crucial element in informing graduate students about available resources and tools, like technology or software tutorials, workshops, or equipment. At the same time, the survey data shows that some institutions must make a stronger effort to fully accommodate and better support graduate students. One example that was mentioned in the survey was about virtual workshops not being recorded for students to view in accordance with their own needs and schedules.

#### Where to find additional support:

- In the "Interviews About Covid-19" section of our newsletter, we provide further insight into the effects of Covid-19 on graduate education, including the job market.
- In our "Resources for Graduate Students" section, you can learn more about funding. We have also compiled a list of resources based on the challenges graduate students reported on in the needs analysis survey.
- You may also want to check out our "Q&A With the AAAL Leadership" page.

#### Areas of Student Interest/Need and Future Events

Finally, we asked what topics you would like to learn about and what kinds of events and resources the GSC can offer in the future. In the table below, we give a detailed overview of the major areas of interest or need mentioned in the survey, including specific examples from the survey responses and a frequency count for each area.

Major area of interest or need	Specific examples and mentions from the survey data	Frequency count  18 mentions	
Jobs, job market, & employment	<ul> <li>Current job market and prospects</li> <li>Successful job search and hiring during the pandemic</li> <li>Remote jobs</li> <li>Alt-ac/non-traditional careers</li> <li>Challenges experienced by contingent faculty</li> </ul>		
Teaching	<ul> <li>Principles of online teaching</li> <li>Designing online teaching</li> <li>Impact of Covid-19 on language learning</li> <li>Inclusiveness in online teaching</li> <li>Engaging students in online environments</li> </ul>	10 mentions	

Research	<ul> <li>Designing and conducting online/remote research (data collection, continuity, technology, online ethnography, researching internationally)</li> <li>Research ethics</li> <li>How to create (social) change through research</li> </ul>	20 mentions
Community	<ul> <li>Online support groups and gatherings to build community/solidarity, stay connected, share what people are up to, and exchange resources</li> <li>Hear from professors to build mutual understanding and create empathy</li> <li>Climate survey</li> </ul>	15 mentions
Resources and Professional Development	<ul> <li>Webinars, talks, panels, and general information about professional development opportunities, remote jobs, hot topics in applied linguistics, the effects of Covid-19, teaching, research, fellowships, internships, grants, and the AAAL 2021 conference/presenting</li> <li>Updates through the AAALGrads Newsletter</li> <li>Grant opportunities through AAAL</li> </ul>	21 mentions
Advocacy, Support, Self- care & Well- Being	<ul> <li>Addressing bad practices in academia         <ul> <li>Build awareness about graduate students' precarious situation (during the pandemic and in general)</li> <li>How to address relationships with difficult faculty</li> <li>Promote humane working conditions in academia</li> </ul> </li> <li>How to communicate (with supervisors) about challenges and expectations during the pandemic</li> <li>How to receive support from faculty</li> <li>How to navigate life as a graduate student and parent</li> <li>Keeping international students safe</li> <li>Work-life balance, motivation, and staying organized</li> </ul>	19 mentions
Funding		6 mentions

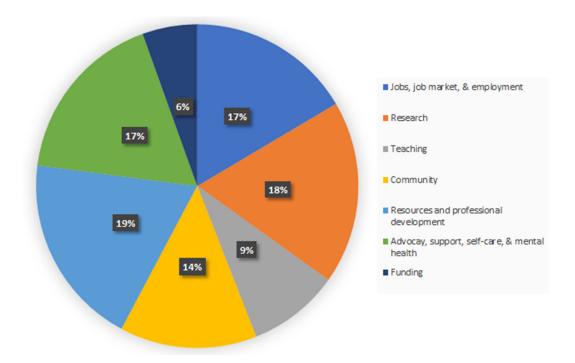


Figure 8: Needs, interests, and input for future GSC events

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**Conference Events** 

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# **COVID-19 RESOURCES FOR GRADUATE STUDENTS**

challenges associated with the pandemic:

- analysis survey. • In Part 2, you will find resources that we have compiled based on challenges and concerns expressed in the
  - <u>needs analysis survey</u>.

#### Below, we outline resources and tools that, according to our needs analysis survey, have been helpful to your peers in adjusting their teaching, research, or routine in general during the pandemic.

PART 1

Most survey participants mentioned the following tools as helpful in continuing or adapting their research projects:

 Data collection: Qualtrics, Google surveys, LimeSurvey, The Words in the World Open Office Hours • Data analysis software: *E-Prime Go, PsychoPy,* corpus tools

- Most of the responses credited tools that enabled transitioning to online instruction while resembling in-person teaching, such as:

• Communication technology: *Zoom* • Collaboration tools: Google Suites, Google Docs

- Course management systems: Canvas
- Video editing technologies: iMovie, VoiceThread, Flipgrid
- Cloud storage: Google Drive
- Open online courses: webinars, MOOCs, writing spaces

Others were more pragmatic in their use of tools and resources and mentioned physical equipment that was

### Resources for life in general during/after Coronavirus

### Why you should ignore all that Coronavirus-inspired productivity pressure (The Chronicle of Higher Education)

• Covid-19 and the academic parent (The Chronicle of Higher Education)

• Adapting to disaster, episode 4: Overcoming fear and anger (The Professor Is In)

- Music is getting me through this pandemic: A hobby can do the same for you (Today)

- What publishers are doing to help during the Coronavirus pandemic (Association of American Publishers) • <u>Time trackers to structure your day</u> (Clockify)
- The 25+ best sites for finding remote work online in 2020 (Skillcrush)
- Resources on virtual conferencing
- <u>Presenting online</u> (University of Melbourne)
- Advancement of Science)
- Attending traditional conferences vs. online conferences (VA Networking)

- <u>Learn Python 2</u> (Code Academy) • Research Data Service @ GSU Library (Georgia State University, open for everyone)

### Language teaching-related resources

- <u>Teaching writing online</u> (TESOL)
- <u>Teaching Online Tidbits (TOTs)</u> (University of Arizona Writing Program)
- Coronavirus resources for ELT (TESOL)
- **Opportunities Arise When Funding Priorities Change**

site made new resources available online?

# After 125 days of working from home as the Director of the Office of Fellowships and Community Engagement and a new

Georiga Ehlers

#### students. International students are especially affected by travel and visa restrictions. Uncertainty, vacillation and conflicted policy direction have become our constant companions.

funding. This serves as an incentive to rally researchers to current needs.

Covid-19 in people infected but not yet showing symptoms.

**Q:** What can I do to find and apply for funding?

**A:** Do take advantage of the resources at your institution such as:

deadlines and build in mini-rewards for each deadline met.

Q: I have been funded for dissertation research abroad. With the Global Level 4 Health Advisory, travel is restricted, and visas are not being issued. The funder has stated that travel may resume next this fall or next spring. What can I do?

funded or by the university-sponsored projects unit if awarded to the university. Continue preparing to go, but develop a backup plan in case you are unable to travel for some time and must change your topic or methods. What else can you do here and now while waiting? Can you access awarded funds for remote research or other expenses? Has your research

If you were evacuated from the field, your commitment is, no doubt, still strong. It may take time, but you'll find a way to go back and a way to stay connected. Sarah Renkert writes eloquently about her experience being evacuated from Peru,

where she has conducted research for many years. Her resolve to continue her work there is inspiring. Q: Billions in emergency funding dollars are being poured into Covid-related research to understand how it works and to develop a vaccine. I don't do Covid research. What can I do? A: Research priorities do change over time, often associated with decadal priorities agreed upon by specific disciplines (mapping the genome or blackholes or surveying Mars). Funding priorities may change with government administrations

Though your research focus may not be specific to Covid-19, does it relate in any tangential way? The impact of the pandemic is global, affecting education, small businesses, marketing, technology, security, delivery systems and more. A report from the Lincoln Lab at MIT (Kylie Foy, July 8, 2020) describes early research in identifying vocal biomarkers of

You may be committed to a topic far removed from anything to do with Covid-19, but review the requests for proposals, read the current research which may benefit from the methods of your discipline, talk with your advisors, and consider

whether there might be a way to contribute to the effort. Research is demanding, and sustained effort requires sustained interest. But your larger vision of the priorities of the field and understanding of how funding is allocated within your discipline will help you steer through the funding minefields. **Q:** I can't attend school without support. I have applied for funding, but my funding requests were rejected. A: Rejection can be a challenge and discouraging. I was advised to never take rejection personally and to always keep my ideas fresh and updated so as to pull them out of the hat when opportunity knocks. Keep the major sources of funding in

Access the resources in your home department and across campus that support students: specific centers involved in fellowship application and management, grant writing and research methods classes, and research support centers. Scan those emails that list funding opportunities. Find the best matches for yourself from funding databases such as PIVOT and Grant Forward. Internal listings and

require need-based information. A final word: Crisis and unexpected change can cause great discomfort and can also create great opportunity. Grant funding is always shifting. It expands or shrinks. It is focused on this or that. Fundable projects are those in the intersection between your own interests and those interests of the funder. Use your "eagle eye" to scan the field and your "mouse eye" to adjust in this time of enormous challenge and opportunity. There will be new and evolving opportunities in each part of your life. Funding organizations are responding to the pandemic with more virtual opportunities to learn

about different funding programs and some even encourage graduate students to apply to be readers of applications. We are confident that you will find a way to move ahead in your career path making the best decisions for yourself and those

File the FAFSA and check how CARES Act funding is being distributed on your campus. Many internal scholarships

Georgia Ehlers (gehlers@arizona.edu) is Director of the Office of Fellowships and Community Engagement in the Graduate College of the University of

supporting graduate students seeking funding.

Editorial note: The information posted on this page (Part 1 & Part 2) includes resources, companies, products, and services that the AAAL GSC believes you might find of interest. The AAAL GSC provides these resources solely for informational purposes. The presence of resources, companies, products, and services does not imply endorsement. When site visitors select a link to an outside website, they are leaving the GSC site and are subject to the privacy and security policies of the owners and sponsors of the outside website. All liability for improper reproduction of copyrighted material lies with the individual who submitted the resource.



• Part 3 is a short piece on funding by Georgia Ehlers, who is Director of the Office of Fellowships & Community Engagement at the University of Arizona.

• Video-sharing platforms: YouTube

• Scheduling and record keeping platforms: Doodle, MyWConline • Poling platforms: Poll Everywhere

Some survey participants also benefited from social media along with open online courses available on the web: • Social media: Facebook

helpful while working online: • Ergonomic tools: laptop stand, wireless keyboard and mouse, back support • Tech tools and hardware: noise cancelling headphones, printer

Resources to help you with your academic life during Coronavirus • How to create an APA Style reference for a canceled conference presentation (American Psychological Association)

- Qual, quant, and quarantine: Six tips for conducting research during a health event (Fors Marsh Group) • What publishers are doing to help during Covid-19 (Good E-Reader)
- Beyond tenurecentrism (COVID19 best-of-postac help) (The Professor Is In) • The A-Z of the PhD trajectory (free Springer book)

• <u>Tips and best practices for online presenting</u> (Colorado Department of Education)

Attending a virtual conference for the first time? (Unito)

### • As COVID-19 forces conferences online, scientists discover upsides of virtual format (American Association for the

- Learning to love virtual conferences in the Coronavirus era (Nature)
- Resources to help you learn a new skill during quarantine • <u>Linguistics Podcasts</u> (PlayerFM)
- Ready for R (with Ted Laderas) (Oregon Health and Science University)
- Covid-19: Online teaching resources (Wiley)
- PART 3

• Top 200 tools for learning 2019

This uncertainty has generated many questions from incoming and continuing students. Here are some of the most common and our responses. A: No effort is wasted. Institutions are hoping, planning, and adapting to the elusive new normal. If you are funded but cannot travel yet, consider requesting a one-year no-cost extension. This must be requested by the student if directly

school year weeks away, this seems to be a good time to reflect on changes in external funding for graduate students.

In the world of external funding, we see some programs suspended, others accepting applications, and some making awards even though the student may not be able to utilize the funding until travel bans are lifted and visas can be issued.

(travel to the moon and Mars, nano-technology, cyber-security), significant health and economic concerns (polio, cancer, Alzheimer's, pollution, climate change), or unexpected events (9/11, pandemics). In my experience, unexpected events do impact smaller fellowship programs, which may be defunded. Funding is generally dependent on available funds. Some major fellowship programs, like the NSF Graduate Research Fellowship, may identify a specific group of priorities for

your field in mind, and in multi- or interdisciplinary fields look at the intersections with better funded disciplines. Can you frame your work to be more broadly eligible? Although rejection is a setback, there is always much to be learned from the experience. With feedback, preliminary research, and a sharper focus, revised proposals often find funding. Consider reworking your proposal and looking carefully at the priorities of the funder, making sure your proposal and you are a

 Join a Fellowship Application Development Program or Writing Efficiency Group at your school. Make time to write regularly! If there are no institutional writing groups, invite several of your peers to a writing group. Set and stick to

searchable databases for your field and general internet searches can also be useful. Look for new funding and always check the home website (or email if it isn't clear) to see if traditionally offered funds are still active.

Network with your advisors, colleagues and peers. Join your professional society as a student for even more ideas and

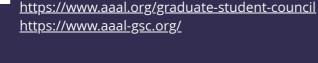
grad@aaal.org

who rely on you.

good fit.

Arizona. She has worked as a grants writer, development officer and grants

administrator with funding agencies. She has 27 years of experience





This piece originally published at https://www.aaal-gsc.org/resources-for-students

# With Applied Linguists and Administrators





Sara Cushing is Professor of Applied Linguistics at Georgia State University and Senior Faculty Associate for the Assessment of Student Learning in the Office of Institutional Effectiveness. She received her Ph.D. in Applied Linguistics from UCLA. She has published research in the areas of assessment, second language writing, and teacher education. She has been invited to speak and conduct workshops on second language writing assessment throughout the

world, most recently in Vietnam, Colombia, Thailand, and Norway. Her current research focuses on

corpus linguistics to assessment.

assessing integrated skills, the use of automated scoring for second language writing, and applications of

Blog

Chelsea Timlin is Assistant Director for Technology at the Center for Language Studies and Lecturer in

Language Studies at Brown University. She holds a PhD in Second Language Acquisition and Teaching from the University of Arizona. Her research interests include second and foreign language pedagogy and curriculum development, learners' development of interactional literacies, and graduate student instructor professional development development. What are your responsibilities and resources in your current job role, and how have those changed as a result of Covid-19?

Christine Tardy teaches courses in the undergraduate English program, MA-TESL program, and SLAT PhD program at the University of Arizona. She also works with the university's Global unit, coordinating the instruction of English first-year writing at the University of Arizona's partner universities abroad where they have global programs. Her research focuses on the areas of second language writing, genre and discourse studies, English for Academic Purposes (EAP)/Writing in the Disciplines (WID), and the politics and policies of the English language, particularly in institutional contexts. Her work appears in numerous edited collections and in journals such as *Written Communication*, *Research in the* Feaching of English, Journal of English for Academic
Purposes, English for Specific Purposes, College
Composition and Communication, and Discourse &
Society. She served as co-editor of the Journal of Second Language Writing for six years

My role as the incoming Chair of our Ph.D. in Second Language Acquisition and Teaching is ever evolving. Pre-Covid 19, this role was responsible for overseeing the day-to-day

administrative and curricular affairs of the program and managing the fiscal oversight of the program, in consultation with a faculty Executive Committee. This includes cooperating with faculty across four colleges to offer a diverse set of curricula and set expectations for supporting and mentoring doctoral students from admissions to graduation. However,

negotiating for funding for graduate students has become extraordinarily complicated with severe budget cuts due to the virus. Additionally, we are uncertain about the ability of our new international students in the fall 2020 cohort to travel, get visas, and arrive on time for the semester start. Finally, at the forefront of everyone's mind is what teaching will look like in the

As the Assistant Director of Technology, my primary responsibility is to provide language faculty with resources that support their use of technology in second language instruction. Prior to moving to telework due to Covid-19, I offered monthly workshops designed around

lot of rapidly changing situations with many unknowns. Do we need to prepare for remote instruction or f2f instruction? Will f2f instruction end up as remote instruction anyway? What support do teachers need? How will the pandemic affect student enrollment in these programs? How will ever-evolving global relations affect the future of these programs? It

Solving conflicts and difficulties always involves lots of communication and information

sharing. One of the hardest challenges in leading university programs of any time right now is the lack of information just because we do not know yet what is to come. We need to be open and ready to communicate that we just do not know all of the answers so that no one feels like

information is being withheld. Training is essential too. Being able to pivot teaching quickly from in-person to online quickly is critical but takes resources and basic training. I recommend using any down time to learn and share all that we can about best practices of teaching online.

into a daycare with poorly outlined safety procedures. My partner and I both have demanding full-time positions, and it has been a difficult process of creating and maintaining a routine that allows us both at least 3-4 hours of work during regular business hours. This routine, while far from perfect, is the most effective strategy we have found thus far to combat stress

Probably much like everyone else, I have generally just tried to make it through one day at a time! I was very fortunate (and somewhat unfortunate) that when things closed down in

March, I was actually on sabbatical. This meant that I didn't have to worry about moving my classes online or dealing with the many logistical issues that my colleagues were contending with. Because I have a son in first grade, I was able to help him with remote schooling (and, it turns out that first graders really aren't able to do much—if any—of that kind of work on their own). I am grateful I had the time to help him, though it was disappointing to lose the

Covid-19 is a significant disruptor. Our way of university life has been turned upside down. This has a disorienting effect for many. Change is hard and this virus has required us to change our ways of teaching, communicating, assessing, and meeting. This questions our basic assumption of what teaching is if there is no classroom. This forces us to think differently, redefine priorities, and take risks we hadn't expected, which may in the end be

good for us, but it's difficult to go through. The process of change is messy, and we did not ask to make this change. Students must consider new courses of study, master new modes of data collection, manage delays in research, consider different career paths, and even possibly

accept later graduation dates. Faculty need to try new teaching technologies, postpone sabbaticals, and learn the intricacies of online meetings. And staff are juggling so many

fall. Much debate is flying about in social media about the pros and cons of returning in person versus hybrid or online courses. Our own university president swore on national tv early in the summer that we will be in person, but now an upward turn in our case numbers may nix that. So, preparations for teaching are evolving for either situation, making flexibility in teaching preparations more important than ever before. one as an administrator and one as a faculty member. As an administrator, Sara Cushing I am responsible for overseeing the assessment of student learning outcomes for the university. Every program needs to submit a report annually on their assessment. My role has not changed appreciably except that I am working from home. As a faculty member, I had to

put my course online in the middle of the semester, like everyone else

Chelsea Timlin

**Panferov Reese** 

specific tools or topics that language faculty indicated interest in (e.g., digital social reading, active learning with student response systems, and tools provided by the institution). I also met with individual language faculty on a regular basis about implementing technologies in their courses, online placement exams, and designing hybrid courses. After transitioning to working remotely, I reconfigured my regular workshops into a Summer Webinar Series devoted to designing online and hybrid language courses. These webinars focused on topics such as hybrid course design, using multimedia in online contexts, encouraging interpersonal communication in digital spaces, assessment in online language courses, and establishing and maintaining community in online language courses. I also have created a Resource Website for language faculty to refer to for external resources (e.g., Title VI LRCs, ACTFL, NECTFL, IALLT) and information about various technologies for language teaching (for example, Canvas modules). I lead regular workshopping sessions via Zoom and have been

meeting language faculty individually and entire departments over Zoom for specialized discussions of technology for their courses. In my role as Lecturer in Language Studies, I co-taught a section of intensive beginning German during Spring 2020. Once we moved to remote instruction in March, I took over the design of asynchronous activities that students completed every Tuesday and led my regular section on Thursdays In general, I have gained more access and visibility to language departments and faculty who did not typically attend the in-person workshops or meet with me in person to discuss technology in their courses. Interest in and the need for resources on implementing technology has risen for obvious reasons, so my to-do list has actually grown significantly in the past few months compared to the Fall 2019 and early Spring 2020 semesters.

My basic teaching responsibilities have not changed drastically other than the move to online teaching. This summer I have been completing some mini-courses on online teaching (offered by my university) to up my game in this area—though I am lucky that I have already taught online and have previously completed some professional development in this area. **Christine Tardy** l also work with my university's Global unit, coordinating the instruction of English first-year writing at our partner universities abroad where we have global programs. That has involved a

seems we have a new set of questions every week.

How did you solve conflicts or overcome difficulties during this period of time? Suzanne **Panferov Reese** 

Many of the conflicts I have experienced during this time have stemmed from a struggle to **Chelsea Timlin** address my increased responsibilities at work in a decreased number of work hours while caring for a 19-month old and trying to maintain a "normal" home life. The daycare facilities in our state closed in April and only some reopened in early June. Because my partner is immuno-compromised, we could not (nor did we want to) take the risk of putting our son back

treasured sabbatical tim

**Christine Tardy** 

Since March, I've been in a process of trying to create a new routine. Trying to adjust to working at home with a young child has definitely been the biggest challenge. I have had to let some work go, and I am sure that will also be the case in the Fall as remote K-12 school continues and I add my own teaching and meetings to the mix. I am re-adjusting timelines on my own research projects and turning down new writing project opportunities. I have tried to prioritize working with my graduate students, so we still meet weekly on Zoom; we write together and check in on their progress. It gives all of us some sense of normalcy and some I have also started a writing group with other academic moms. We set modest goals at the start of each week and check in at the end of the week to see what we accomplished. It is really encouraging to be connected with others who are facing similar challenges of balancing work-at-home and 24/7 parenting. Working parents are being stretched thin right now and are

higher education? Suzanne

**Panferov Reese** 

become a more realistic option going forward, now that it's been made abundantly clear that a lot of people can work from home just as productively. The majority of my interactions are with faculty, and it has become quite apparent that there **Chelsea Timlin** exists a real hesitation to relying so heavily on technology in language teaching. While there is a solid group of faculty I work with who regularly implement technology in their teaching, many did not utilize much, if any, technology in their classrooms prior to moving to remote instruction. This sudden switch to relying on technology has created a significant amount of stress, particularly because of the assumption that technology poses limitations to what they have been doing in the physical classroom for so long. I consider it my responsibility to

the US, though those have fortunately been removed. In addition, many incoming students are the Us, though those have fortunately been removed. In addition, many incoming students are unable to begin their education because of the pandemic—and of course these decreases in enrollments impact the entire university. At my institution, predicted decreases in enrollments have resulted in a large number of lecturers losing their jobs. Additionally, in many places, faculty and graduate students have been given very little voice in decisions about whether universities will "re-open" and, if so, how.

The trend away from tenure-track positions in academia will be accelerated by the crisis, I think, and graduate students will need to position themselves for other types of careers, fo example in industry or government. Faculty members will also need to understand the job market better and be realistic about the opportunities for their students. I'll be honest in saying that I am concerned about the effect this crisis will have on the already **Chelsea Timlin** declining availability of academic jobs (and I mean any jobs, not just tenure-track positions).

What tips and strategies do you have for graduate students facing

uncertainty and ambiguity during this crisis?

heal our world.

with yourself!

**Christine Tardy** 

Suzanne

Panferov Reese

Sara Cushing

**Chelsea Timlin** 

**Christine Tardy** 

rad@aaal.org

https://www.aaal-gsc.org/

<u>https://www.aaal.org/graduate-student-council</u>

AAALGrads 4(3) / Summer 2020 © AAAL Graduate Student Council This piece originally published at https://www.aaal-gsc.org/interviews-about-covid-19

And getting everyone at the same table preparing contingencies and thinking through the various impacts of various decisions is super important. It is critical to invest time now talking with all stakeholders about how any changes may affect others, not only to prevent future calamities but also to save time. Universities are complex entities, and when one domino falls so do many others I tried to recognize that everyone was under a lot of stress and dealing with a variety of challenges. I was flexible with deadlines and reduced the workload for the course I was teaching, recognizing that graduate students, many of whom were also teaching and having to Sara Cushing put their courses online, were under even more stress than I was

induced by having to juggle all of these responsibilities at once

also dealing with the stresses of making decisions about their kids' schooling in the Fall. In the writing group, we give each other a lot of support and also some ideas and strategies for managing things. I would recommend everyone to find some kind of support network like this, where you can cheer each other on. How do you see Covid-19 impacting university students, faculty, and/or staff around the country, particularly regarding the ways in which this pandemic has challenged established ways of thinking and doing in

conflicting priorities with no clear road map for the future. But even in the face of this uncertainty, we must continue to aspire to greater goals of education and improving humanity. I think we are at a watershed moment (to quote from a webinar I watched recently) and it's **Sara Cushing** impossible to predict the future. Largely due to economic pressures, universities have long been on an unsustainable path of attempting to do more with fewer resources, which has resulted, among other things, in a two-tier faculty system, with relatively well paid, secure tenure-track faculty on the one hand and low paid adjunct or fixed term faculty on the other. Covid-19 has brought us closer to a crisis, I think, with students largely dissatisfied with the sudden move to online education and a lot of uncertainty around plans for going back to campus. With even tighter budgets, universities are going to have to make difficult choices about their priorities. Some may have to close their doors. I hope there is some strategic thinking going on among the higher levels of administration about how to be creative about education going forward. There are certain advantages of online teaching that faculty are reluctantly coming around to, and if there is enough training and buy-in from the faculty, teaching can be done very creatively if it's not bound to a single time and place. Students may need to be more intentional about their educational goals, if "going to college" means more than just the inevitable next step after high school and they can't necessarily count on four years of parties and football games on a beautiful campus. For staff, I think telecommuting will

showcase the benefits and abilities of technology to facilitate the practices faculty are already comfortable with and to create positive and productive second language teaching and learning experiences, particularly through the access technology provides to digital texts and spaces for multimodal communication. What I see from my colleagues, locally and around the country, is a lot of stress, worry, and **Christine Tardy** even anger about how the crisis is being handled within universities. At my own university, I know of graduate students who have lost their funding extensions, which is obviously devastating when one is trying to complete a dissertation. Many of the students I work with had to go through the worries of the proposed restrictions on international students staying in

All that said, I am encouraged by the faculty organization at my own university in strongly advocating for faculty, staff, and graduate students. I also do think the virus has provided a potential opportunity to re-think how we do things in higher education. Maybe we don't all need to be on campus all the time, perhaps more meetings can be done online, and I think we are learning that some useful technology was previously under-utilized. But I also think this crisis has highlighted the value of campus life and the importance of the personal interactions find new ways to create such interactions.

that faculty have with students. So while we make changes moving forward, I hope we keep in mind that those interactions are critical and worth preserving; for the moment, we just need to From your perspective, what will be long-term effects of the crisis on graduate education and the job market? One of the most significant longer-term effects, I believe, will be the acceptance and expectation of online teaching and learning as the norm rather than the exception. Gone are Suzanne Panferov Reese the days when one expects to be in a classroom or in a boardroom. I expect job markets will increasingly demand online teaching and skills in digital proficiencies and perhaps offer fewer

Sara Cushing

tenure-track opportunities. Communication has also changed and our boundaries between our work lives and our home lives are blurry. The instantaneous quality of communication means our professional tasks bleed into our living rooms and kitchens and even that our teens might read the article we are reviewing over our shoulder, glimpsing into the mystery of our work worlds. For some this is leading to extraordinary longer workdays and messiness of interruptions of focus and time. For others this leads to extreme isolation and disconnect. We will regroup and reformulate our "work" as we know it but not without bumps along the way.

> do believe universities (and other non-academic entities) are now realizing a need for fieldspecific experts who are knowledgeable of the role that technology plays in instruction and professional development. I am extremely grateful for the team of instructional technologists at my institution, but I often observe conflicts between what language faculty want to do with technology and the more general perspective that is provided by instructional technology teams. Perhaps I am being hopeful, but I believe that acknowledging this need will motivate more departments and universities as a whole to design positions for recent graduates who have experience with technology-enhanced teaching and research in a given field.

The long-term effects are still unclear, but I suspect higher education in the U.S. will look quite different in the years ahead. I think at some universities, smaller programs will be under threat

of closure. We need to advocate strongly for the value of programs in applied linguistics and for continued support for graduate student funding, but also be open to new modes of delivering our programs. It also seems likely that the shift away from tenure-track jobs will accelerate, so we need to demonstrate the value of such positions at our local institutions while also preparing graduate students for a broader range of jobs as they enter the job

Remember that class where you first encountered the term "tolerance of ambiguity" about

and care for others. Know your resources for support and ask for help.

emic has disrupted our lives and created all sorts of chaos. It has ra and flared tempers. It has exposed old festering wounds of intolerance and bigotry. Now is the time for our younger professionals, our graduate students, to step forward to embrace the opportunities of these times to change our world, improve our world, teach our world, and

Take care of yourself, first of all. Try to accept ambiguity, because you can't know the future

This is also a good time to explore career options outside of academia. There are plenty of people in your field who chose alternate paths who would love to tell you about their work and how they ended up where they are. I can't think of anyone who would not welcome an inquiry from a graduate student or be more than happy to share their story with you. As this crisis began, I was preparing for my dissertation defense while holding a new full-time

staff and lecturer position and caring for a toddler at home. I was greatly affected by the uncertainty that has become commonplace over the last 6 months, particularly while waiting to hear whether my in-person defense would be cancelled and when any revisions would need to be submitted. Through all of this, I found tremendous support through my graduate program from my dissertation advisor, committee members, and the program coordinators. I strongly recommend confiding in the individuals in these positions when you are unsure of what comes next. I also learned to be lenient with myself and my expectations for how much I would achieve in a given week. The only time I found to write and complete revisions was usually sometime after 9:00 PM, once my son was in bed and after a full day of work and

parenting. It took some time and fighting with myself, but once I acknowledged that I would not be my most cognitively present self all the time, I was able to set realistic goals and completed my revisions on time. Sometimes this meant writing for at least 20, uninterrupted minutes and sometimes it meant taking the night off because it was just too much to handle.

My heart really goes out to graduate students right now. It's an incredibly stressful time to be

trying to focus on your education while knowing that the job market is likely going to look very different for a while. I tell my own students to focus on the things they can control: If you are in classes, get the most out of them; if you are teaching, take advantage of the opportunity to learn new teaching tools and approaches; if you are doing research, be flexible and do what you can to complete your project, even if it looks different from what you originally imagined. There will still be jobs for language professionals, but those might look very different from what they have looked like in the past. I think being open-minded about the job market, including where you can relocate to, is probably going to be essential in the coming years. I would also recommend that graduate students be in close touch with faculty mentors and voice your concerns and worries. You might work together with faculty to suggest workshops that could help students navigate these times, for example. Most faculty are very strong advocates for graduate students, and it is important that we work together so that faculty can carry out that advocacy and support students in the best ways possible.

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This was all made easier after I joined two different writing accountability groups for the summer, one of which was a group of fierce academic moms. The moral of the story: find

supportive people, set realistic goals, and above all, be kind to yourself.

Control the things you have control over, such as your habits of sleep, diet, and exercise. Reach out for help if you need it. Talk to your advisor or a trusted mentor if you are feeling anxious. Don't try to tough it out on your own—find someone to talk to or take a walk with. Be gentle

language learning? We are a profession of people who embrace and tolerate uncertainty and

delve into new languages and cultures and uncertainty. We have done this every day. The trick is how to manage life when everything is uncertain. Manage by the hour, rather than the year. My daughter who lost her high school graduation to this virus declared recently how she just "never expected this" at this time in her life. I assured her that in my many more years of experience, I too have never experienced this. Day by day we have to look for lessons learned. We have to cherish and appreciate each other more. We have to live authentic lives. Some days just getting up and getting dressed is enough. On other days, we may repaint a living room or clean out a whole closet and write an annotated bibliography. What is extraordinarily needed now more than ever is compassion for ourselves and each other. This means self-care Home About Us Newsletter Fall 2020 **Conference Events** Webinars Resources Blog

# **Quarantine Stories From the Graduate Student Community**

When shelter-in-place orders went into effect throughout the United States, many of us felt isolated and disoriented. To find out more about the strategies graduate students have been using to cope during the pandemic, our social media sub-committee collected stories of resilience, optimism, and hope through our social media channels. Check out these amazing contributions from members of the graduate student community!



# Yunjung (Eunice) Nam

"Hello, AAAL Grads! While staying at home, I have been working on the 'Home Cafe' project--in preparation for a potential second job in addition to an applied linguist. (a) I have been making diverse kinds of coffee, tea lattes, and fruit juice. It has been a great therapy for my tired soul and body!"



# Xian (Jan) Li

"Hi, everyone! I fostered a cat (Frankie) when the whole shelter-in-place thing started. She has been the best supervisor to my study and a great company during this unusual time. I ended up adopting her last month. Super grateful for this furry colleague."







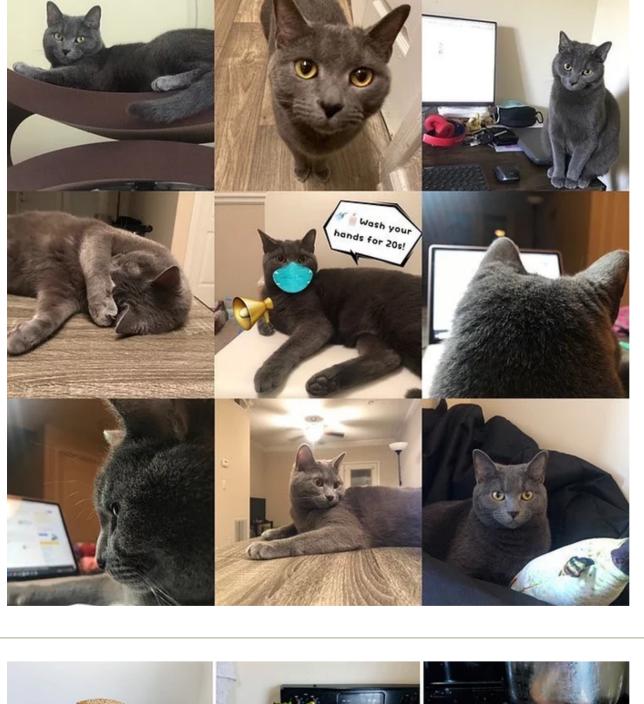
### Selahattin Yilmaz

"Hello, AAAL world! I am Selahattin Yilmaz, a Ph.D. candidate in applied linguistics at Georgia State University, Atlanta. Thanks to the awesome GSC team, I get to share with you some photos of my cooking and a little bit about me.

Currently, I'm working on finishing my dissertation. And since I've been spending more time at home than usual with the pandemic, I've been able to cook and bake quite often. I'm generally interested in finding ways to make traditional recipes healthier, which, I think, has helped me stay healthy and challenged during the lockdown. I hope you like the photos here from some of my cooking that I usually post on my cooking Instagram account (@myworldoftastes).

have many more amazing AAAL conferences to have."

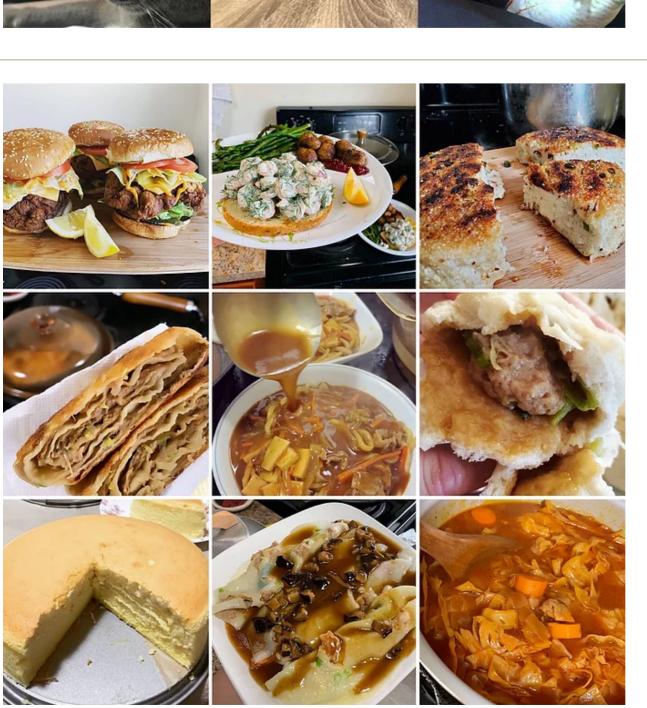
Stay safe and healthy as we



# "Hello! I'm Qian and this is my

Qian Wan

furry friend, Riley, a gray domestic shorthair bilingual cat. He enjoys chasing after his toys and reading linguistics papers beside my computer. I'm so happy to have been staying with him during this lockdown and we hope everyone will stay safe and well! 😛 "



### "Hi, AAALGrads! During the pandemic, cooking helps me to

Tianfang (Sally) Wang

made a few of my favorite dishes and shared some of them with my friends."

stay calm and eat healthy. I











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### **Q&A** With the **AAAL** Leadership

In this Q&A section, we respond to questions raised by graduate students to the AAAL and GSC leadership. These questions were collected through our <u>needs analysis survey</u> in June 2020.

#### Q: Can I submit my proposal for the 2020 conference to the 2021 conference?

A: Yes, you may submit proposals that were previously accepted for the 2020 conference, but they are not guaranteed to be accepted for the 2021 convention.

### Q: What if I have turned my 2020 presentation into a publication already? Can I still propose it as a paper presentation at AAAL 2021?

A: AAAL is staying pretty strict to the policy stating that proposals must represent original, unpublished work. So, if a proposal was submitted for the 2020 conference and has since been published, we recommend that the submitters update the proposal with new, unpublished information and change the proposal, just enough from the published information, that it qualifies.

Q: My proposal was accepted for the 2020 conference, but because of the timing of the imposed isolation, I wasn't able to finish my project for the 2020 presentation. Could I still leave it as a cancelled presentation item on my CV? Or should I just move forward with other upcoming research projects and put this on the back-burner until next summer?

A: This seems like a question best fit for your advisor. There are some educators/universities/researchers who are extending dates for their graduate student research, but every university is different. Your advisor will know more information as it relates to you and will, therefore, be able to better guide you on this issue. If you decide to complete the project for the 2021 conference, you may still submit a proposal for it and have it finished by the 2021 conference.

### Q: As professors in your own institutions, what is your expectation of research progress or quality of work by your graduate students?

A: This also seems like a question best fit for your advisor or professors at your institution. The AAAL Executive Committee would give their own personal opinion, but with every professor having different expectations, it may not be the best assessment for your personal circumstances.

#### Q: What are some resources AAAL provides for MA graduates in the field of AAAL?

A: The GSC has hosted and will continue to host webinars addressing general topics applicable for both M.A. and Ph.D. students in the field. In addition, we have organized graduate student events at AAAL conferences that provide opportunities for newcomers as well as seasoned graduate students. We will continue to assess the needs of the graduate student community and develop further resources for both M.A. and Ph.D. students in the field. We encourage our graduate student readers to participate in our upcoming <u>survey</u> to let us know about topics of interest to you! For your convenience, we have embedded the survey below.

#### Q: What is being done to address racial oppression, both historic and current, in AAAL as a whole?

A: We will be addressing this question in more depth through our Fall 2020 issue of the newsletter. Stay tuned!

Topics of Interest

Questions for the AAAL Leadership

AAAL GSC Social Media Survey - YouTube videos, Blog Post, and others.

\* Required

What topics/themes would you like to see being discussed on the each of the following social media account?

AAAL GSC Youtube Channel \*

Your answer

American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)

Q&A with AAAL & GSC

Thank you for your interest in the American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)! Your questions will be forwarded to the AAAL and AAAL GSC leaderships. Answers to your questions may be published in our social media platforms or later issues of AAALGrads Newsletters.

GSC Website: <a href="www.aaal-gsc.org">www.aaal-gsc.org</a>
Facebook: AAAL Graduate Students
(<a href="https://www.facebook.com/AAALGrads/">https://www.facebook.com/AAALGrads/</a>)
YouTube: AAAL GSC (<a href="bit.ly/205MURm">bit.ly/205MURm</a>)
LinkedIn: AAAL Graduate Student
Twitter: <a href="@aaAALGrads">@aaAALGrads</a>



Editorial note: The questions and answers in this section were edited for brevity and clarity.











### AAAL GSC Social Media Survey -YouTube videos, Blog Post, and others.

\* Required

What topics/themes would you like to see being discussed on the each of the	ıe
following social media account?	

AAAL GSC Youtube Channel *		
Your answer		
AAAL GSC Blog *		
Your answer		
Facebook, Twitter, Instagram, c	or LinkedIn *	
Your answer		
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	Yes	No
Facebook	0	0
Instagram	0	$\circ$
Twitter	0	0
LinkedIn	0	0
How can we increase the intera Instagram, LinkedIn, etc.)? *	activity of AAAL GSC p	latforms (e.g., Facebook,
Your answer		

What are your favorite social media groups/pages about applied linguistics and TESOL that you follow? \*

Your answer

#### Submit

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#### **Q&A with AAAL & GSC**

American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)

Thank you for your interest in the American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)! Your questions will be forwarded to the AAAL and AAAL GSC leaderships. Answers to your questions may be published in our social media platforms or later issues of AAALGrads Newsletters.

GSC Website: www.aaal-gsc.org

Facebook: AAAL Graduate Students (https://www.facebook.com/AAALGrads/)

YouTube: AAAL GSC (<u>bit.ly/205MURm</u>)
LinkedIn: AAAL Graduate Student

Twitter: @AAALGrads

Please submit your questions about the organization, the AAAL conference, or anything related to the GSC below:

Your answer

#### Submit

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### Call for Proposals for the AAALGrads Newsletter (Fall 2020 Issue) Theme: "Race, Equality, Justice, and Allyship"

#### 1 Rationale

You are cordially invited to contribute to the Fall 2020 issue of the AAALGrads Newsletter. In response to the killing of George Floyd and the following protests sweeping the entire nation, many professional organizations, educators, scholars, researchers, administrators, and graduate students have taken a stance for racial equality, justice, inclusion, and diversity. On June 8, 2020 the AAAL Executive Committee wrote:

"Like much of the world, we are heartbroken by the murder of George Floyd. His tragic death further exposed the deep and systemic racism that has gone unaddressed for far too long. While institutionalized violence and anti-blackness are deeply woven into U.S. society (and many other regions of the world), the last two weeks have brought these long-standing inequalities into even sharper relief.

For many AAAL members, these events have been cause for reflection, and for renewed commitment to do and support work that contributes to greater social justice, anti-racism, and equity. One way we can contribute to addressing injustices is by listening, learning, supporting, and advocating for Black communities, Indigenous communities, and communities of color who continue to experience the damaging effects of historical trauma, oppression, and systemic racism and its consequences for educational, health, economic and other outcomes."

Centered on the theme of "Race, Equality, Justice, and Allyship," this issue of the AAALGrads Newsletter is intended as a continuation of the dialogue about creating more equitable, diverse, and racially just spaces in higher education, language learning, and society at large. As we acknowledge our obligation as educators, scholars, researchers, and/or (junior) administrators to help build such spaces, we invite the graduate student community to contribute to this critical conversation. Contributions may address questions such as:

- How are members of the academic community who identify as Black, Indigenous, and People of Color (BIPOC) impacted by systemic racism?
- How can we effectively engage with individuals or groups who believe that systemic racism, police brutality, hateful ideologies, or historical trauma are not real?
- What can administrators and universities at large do to build anti-racist spaces in which BIPOC individuals can prosper and feel welcomed and safe?
- How can our research in applied linguistics contribute to the fight for social justice, antiracism, and equality?
- How can we research racism and the experiences of BIPOC individuals ethically and respectfully?
- What do language educators' and practitioners' experiences and responses to racism, hateful ideologies, and trauma look like, for instance in their teaching or classroom?
- How can non-BIPOC individuals become allies in the fight for anti-racism, justice, equality, and prosperity?

#### 2 Possible Formats

We extend our call to include feature articles, resource reviews (e.g., books and technological tools), creative pieces (e.g., poetry, art, and video), and short "how to" or "what I wish someone had told me" blurbs for the "professional development corner." The professional development corner is a new format which was created for graduate students to share and receive tips and advice surrounding their professional careers.

- **Feature Article.** A feature article should be about 750-1500 words. It should address and critically develop a question or idea related to the newsletter theme. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative work.
- Resource Review. A resource review should be about 500-750 words. It should critique
  material (e.g., books, textbooks, technological tools, or website) that might be helpful to
  graduate students. You are expected to have read and/or used the reviewed material
  before you write your review. For your proposal, please include a brief summary of the
  resource and your opinion of its helpfulness for graduate students.
- Creative Corner. The Creative Corner is an experimental section designed to feature the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, art, and/or a high quality video related to graduate student life. Creativity and freedom of expression are encouraged, but please remember to keep your contribution in a format that's easily submittable. Personal experiences related to our theme are encouraged!
- Professional Development Corner. Blurbs for the professional development corner are 500-to-750-word "how to" or "what I wish someone had told me" reports by advanced graduate students. The format can take several shapes, such as, but not limited to: a short narrative of a successful strategy, a "do's and don'ts" list, or a flowchart. The goal of this newsletter section is to give graduate students adequate support and guidance as they navigate their graduate careers. In that vein, please maintain a professional tone and positive outlook. Do not refer to institutions, departments, or individual people by name. Authors are encouraged to connect their advice to the newsletter theme.

Possible topics for the professional development corner include, but are not limited to:

- 1. How to build a mentoring relationship
- 2. How to start publishing early
- 3. How to build a versatile professional profile
- 4. How to job hunt effectively
- 5. How to find funding
- 6. How to develop a strategic plan
- 7. How to develop time- and project management skills
- 8. How to network effectively
- 9. How to develop leadership skills
- 10. How to explore alternative/alt-ac career paths

#### 3 Guidelines for Proposals, Submission, and Timeline

Your proposal should...

- be approximately 300 words
- provide your name, department and institution, degree, and area of study
- identify the section of interest (feature article, resource review, creative corner, or professional development corner)
- include a brief overview of what you plan to submit
- confirm your ability to commit to the timeline (provided below)

Proposals will be collected through this <u>Google Form</u> and are due by <u>August 17, 2020 @ 11:59 PM Eastern Time</u>. You can submit a proposal if you're a graduate student in the field of applied linguistics--you do not have to be a current AAAL member.

Tentative Timeline			
Monday, August 17, 2020	Proposals due		
Monday, August 24, 2020	Authors notified of acceptance		
Monday, September 21, 2020	First draft of manuscripts due		
Monday, September 28, 2020	Editors provide feedback to authors on first drafts		
Monday, October 5, 2020	Revised drafts due		
Monday, October 12, 2020	Editors provide additional feedback if necessary		
Friday, October 23, 2020	Final drafts of manuscripts due		



# Feedback on AAALGrads Summer 2020 Special Issue

You may be aware that we used to publish the newsletter as a single PDF. The GSC Steering Committee decided to change the format of the newsletter, starting with this website-based summer issue. As we continue exploring options, we want to hear your opinion, too. Please take a moment to fill out our survey about this issue. Your feedback will help us to better serve you and meet your interests in the future.

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