

EGU Meeting Agenda

September 8th, 2023

4:00 PM - 5:00 PM

In-Person Location: Modern Languages 431

Meeting Link: <https://arizona.zoom.us/j/86502009157>

Password: EGUgr@d234

Officers Present:	Leah, Charlie, Grace, Matt, Larissa, Jazzie, Josh, Thais
Visitors Present:	Anuj, Ekaterina, Alyx

Online Access Statement (template provided by the UA Disability Cultural Center)

- Exist in the space in whatever ways are most comfortable to you
- Please state your name when speaking to assist the captioner (e.g., “Alyx is speaking”)
- Allow others to fully finish their thoughts before beginning to speak

Co-Chair Reports

1) (Charlie)

a) **[Discussion / Action Item]** [WP Paycheck Survey](#)

2) (Leah)

a) 9/1 English Department Meeting Updates

i) [Meeting Agenda](#)

ii) The potential 5/5 increased teaching load for lecturers came up. Shelley R. said that it was never an official proposal but was instead one option the Dean had mentioned as a way to address budget issues, and Cristina said that it has not been discussed at the Dean-level since. It sounds like the lecturers are planning on meeting with Shelley to continue talking about the issue in case it does become more pressing.

iii) Dennis announced that there is now a repository of resources that anyone teaching ENGL 280 can access and use for the course

iv) Questions for the English Business Office can be sent to sbs-englishbiz@arizona.edu

v) English Dept. is now operating on an Activity Informed Budgeting Model. For this year, the budget will remain mostly the same since we are able to use rollover funds, but we can expect budget cuts going forward. Reilly announced that this will impact faculty travel funding first, but no other specific cuts were mentioned.

vi) [English Department Google Calendar](#)

b) 9/8 English Council Meeting Updates

i) Most of the conversation focused on potential English Dept. constitution changes related to clarifying language and adjusting representative numbers based on changing size of our department

- 3) Results of Spring 2023 Touchbase Survey
 - a) Are there any unaddressed items from Spring 2023 or new items you would like for EGU to discuss in Fall 2023?
 - i) I'd like to continue the conversation of getting our own communication system going on Slack or a related app.
 - b) Do you have any ideas for projects EGU should work on during Fall 2023?
 - i) I suggest EGU take a long look at the feasibility of remaining in operation as it is currently composed, and consider disbanding and/or reorganizing.
 - ii) Communication system that's off university email. Continuing to figure out ways for department specific professional development speakers to be brought in/paid would be good. I've been learning about a lot of new resources on my own (our MLA subscription, facultydiversity.org, etc.)
 - c) What other feedback or ideas do you have for EGU?
 - i) Passing this onto the next social chair... semi-regular informal social meet-ups seem like the way to go as we move forward. Though securing funding is a relatively straightforward process, it can be a headache. Anything relatively cheap that can be regularly facilitated would be a plus for members.
 - ii) I liked having in person meetings with snacks! :D Free food is the best and I was much more engaged when the meetings were in person.

- 4) **[Discussion Item]** Goals & Initiatives for AY 2023-24
 - a) Professional development opportunities
 - i) WP had offered funding to pay graduate students to prepare and host talks as long as they are somewhat connected to teaching
 - ii) What topics would we want to see? Who could we invite to speak?
 - iii) What modalities and days/times would be best?
 - b) Communities of care and social events
 - i) How do we realistically create communities of care? What can this look like?
 - ii) What kinds of social events do we want to host and how regularly?
 - c) Other goals or initiatives we want to take up?

Rep Reports

- Secretary (Jazzie):
 -
- EDI Co-Chairs:
 - EDI Co-Chair / AIME (Thais):
 -
 - EDI Co-Chair / Writing Program Council (WPC) Difference & Inequality Committee Co-Chair (Josh):
 -
- Writing Program Council (WPC) Committee Co-Chairs:
 - Assessment Committee (Alona):
 -
 - Awards Committee (Grace):

- No report yet, but expect updates to come!
 - Curriculum & Instructional Materials Committee (Sean):
 -
 - Professional Development Committee (Dilara):
 - There will be a Professional Committee Meeting this Friday. I am hoping to add here more information here after the meeting.
 - Bylaws Committee (Caleb):
 -
- GPSC Rep (Kriti):
 -
- Social Chair (VACANT):
 -
- First-Year Rep (Thais):
 - Josh and I are beginning to organize a coffee club every Thursday before preceptorship to create community and engage first-year students from all programs who might be struggling or feeling isolated. Josh used to do that in his previous institution and has experience in that role.
- Creative Writing Rep (Yvette):
 -
- English Applied Linguistics Rep (VACANT):
 -
- Literature / Lit Grad Curriculum Rep (Larissa):
 - Manya's on leave this year
 - 1. General introduction of our graduate students.
 - The ones who came in with MFAs are having to work faster because not everything will transfer.
 - Might want to think in the future about what it looks like to accept MFAs.
 - 2. Spiffy hire—the Provost ran out of funds. We were told we could apply again.

Thinking we will apply for Seulghee Lee again.

 - Postdoctoral fellowship: faculty should be actively saying, “Please come” to people. (they didn't say this but we could also notify grads in other colleges probably)
 - Link: <https://presidentspostdoc.arizona.edu/>
 - 3. The MA requirements. After reading many comments, Dr. Medovoi presented a plan to create an MA colloquium next semester (that uses our current MA exam reading list) and then work out a fixed structure for a reading-across-the-canon MA seminar in the future.
 - Students ending up doing it in 2 ½ instead of 2 years even though they only have funding for 5 years because hard to fit in. Exam is an important part of MA, but also the sticking point for time to degree.
 - Potentially having either a different exam or replacing the exam with an MA colloquium or seminar.

- Would have to figure out how to translate the goalposts of the exam into a semester-long process. Could spread the exam out over a longer period of time. Could therefore attenuate the amount of reading. Other options are end of semester conference or presentations that come out of this reading.
- Used to offer more reading survey-type classes within the graduate offerings. It would not be a problem to take 10-15 MA students and have them sit in and do the readings. All the same readings and then maybe at the end of the class, write a paper or have an oral exam, then could check off them on that segment. Could do that for all the 373 classes.
- Could combine this with colloquium so that students are getting opportunities to teach as well.
- More convinced after meeting that the MA exam will not be too untenable for the incoming MAs and still want to return to the conversation.
- Could create reading groups and support network so you're not in a room by yourself. Could build that colloquium, collegial element.. Could keep the exam but add the MA colloquium.

4. Our Exam and Dissertation committee structures.

- Problem is that current guidelines say the majority of the faculty have to be from literature.
- Will put that to a qualtrics vote to change wording to say at least half from literature faculty.

5. 280 has prerequisites of all 100 level English courses. Want to take away these prerequisites.

- UGCC has already agreed provisionally about this pending our vote. Going to send it out as a Qualtrics vote.

6. The Ph.D. minor.

- one student from outside the department has asked about the minor (9 credits in English). Feel like this is something we could advertise more.

7. Speakers:

Please mark your calendars for fall visiting speakers (thank you, Lee and Johanna, for organizing these events!):

On Friday, October 6, **Charles Bernstein** (emeritus, UPenn), will visit for a seminar at 11am.

On Friday, October 13, **Ron Broglio** (ASU) will visit for a seminar and talk titled, "What is a World?" about human and animal divide. 11:30am lunch and 3pm is lecture.

On Friday, November 10, **Reginald McGinnis** (UA French & Italian) for a talk about ritual and his book at 2pm.

- Like the idea of starting off January with a research blitz to get students more familiar with what everyone is interested in.
- 8. Graduate student support?
 - More stable but still some things up in the air.
- 9. Need to elect new literature council representative.
 - Dr. Keifer volunteered himself. He received it uncontested.

- RCTE Rep (VACANT):
 -
- SLAT Rep (Elected by SLATSA):
 -
- Undergrad Curriculum Rep (Matt):
 - Three proposals:
 - Elimination of prereqs for ENGL 280 (currently requires 101/102 plus a previous GE course). General sentiment is that prereqs are an enrollment killer that discourages freshman from taking the course. Lit meeting will discuss this later today (deferring to Larissa there).
 - New course: ENGL 144 How to Change the World: A Study in Literature and Practice. Proposed by Johanna Skibsrud as an ultra-large GE course (100+ students).
 - New course: ENGL 221 Field Studies in Writing. Proposed by Susan Briante and Paco Cantu as a GE course. 30-seat, 200-level, in-person modality.
 - All proposals passed by 7-0 vote for.
 - Two discussion points (no votes):
 - Ander Monson is developing a video game class, “writing for video games,” possibly 300-level but perhaps 200-level. No coding, so this is not a digital humanities course (and thus stays within our department). Generally enthusiastic support.
 - Standardized course caps for classes, with predetermined exceptions. For instance, 30 seats for 100/200-level classes, 25 for 300-level, 20/15 for 400-level. Exceptions for special core classes (20 for 201, 209 & 210, 25 for 280, 30 for 373a/b/c). In short, data/documentation needed to establish historical norms for class sizes. \$1000 mini-grants discussed to encourage instructors to raise course caps to 50 seats for most popular GE courses (possibilities: 160a2 Food Writing, 160d2 Monsters, 300 Film and Literature). The problem with larger classes is assessment. Can we make the grants permanent/consistent (it is extra labor)? Student graders/preceptors (rather than TAs) discussed as well, paid hourly or with credit hours (problem: this is not viable for GATs as the pay is less, and there are obvious issues with undergrad graders. A set schedule would reduce workload due to predictability. Some support for these ideas, but fixing the minimum is seen as more important than encouraging the maximum. Steph Brown also points out that higher seat classes tend to be taught by contingent faculty rather than TT, which is structurally unfair.

Project Reports

-

Projects & Tasks:

-

Conversations:

-

Questions:

- ONGOING: How do we continue to maintain the care systems we've begun working on in AY 2022-23? How can these care systems continue to evolve going forward, and what can future care systems look like?
- ONGOING: What is a good funding model? What could help us, the GATs, as the structures shift?

New Concerns & Homework:

- ONGOING: Remind people of travel, research, professional development, and other funding with low-stakes application processes!
 - [EGU Travel Awards for "official university business" travel](#) - up to \$500 to cover costs of presenting work at a conference
 - [English Graduate Student Research Fund](#) - up to \$500 for research travel/field work. Money can no longer be used for local research costs as of Spring 2022 (including buying books, transcription software, etc.)
 - [GPSC Travel, Research, and Professional Development grants](#) - three separate applications for different types of opportunities; up to \$750 for eligible research travel or research project costs, up to \$1500 for eligible Professional Development costs
 - [GPSC Basic Needs Microgrant](#) - up to \$200 "to alleviate some of the financial burden students might be experiencing by helping cover healthcare, academic, hygiene, childcare, transportation, and/or housing-related essential costs;" four deadlines throughout year; awarded on first-come, first-serve basis via lottery selection