Department of English Meeting: Friday, September 28th, 2018


Meeting began at 1:30 pm in ML 411

I. Approve Minutes

8/24/18 Department Meeting minutes approved.

II. Discussion

A. Minutes production

   a. Aurelie announced that we’ll make our names known in the minutes moving forward. There were no objections.

B. Department meeting goals

   a. To create a collegial and respectful atmosphere to discuss and make decisions on substantive matters

   b. To make room for new ideas as well as learn from best practices

   c. To support participation and understanding by:

      i. Raising hand and/or otherwise being mindful of others who would like to speak

      ii. Listening to the person speaking and taking turns speaking

      iii. If you’ve spoken on the matter, allowing time for others to speak before speaking again

C. Active Shooter Preparation Committee: need volunteers

   a. Aurelie relayed her meeting with UAPD, and their talk about contingency plans for ML 3rd and 4th floor active shooter scenarios. Aurelie noted that we want a plan for staff and faculty in ML. Aurelie noted that Dwight has already volunteered to be on this committee,
which would meet with the officer one time to go over floor plans and then present to the department at large. Aurelie requested volunteers to cover the quadrants of the 3rd and 4th floors.

b. Ander Monson and Kevin Cassell volunteered

III. Department Council Report

A. Aimee Mapes reported the Council votes and processes for this year’s Council meetings thus far:

- 9/10: 18th Century Search Committee (7 y, 3 n)
- 9/10: CW-AIS Search Committee (10 y, 0 n)
- 9/17: CW-AIS Position Description (8 y, 1 n)
- 9/25: RCTE SPFI Request for Laura Gonzales (9 y, 1 n)
- 9/25: Updated 18th Century Search Committee (11 y, 0 n)

IV. Program Reports

a. Literature

i. Lynda reported ongoing work on examinations protocol is almost complete. More updates coming in newsletter.

b. RCTE

i. Cristina reported the SPFI request for a campus visit for Professor Laura Gonzales, who specializes in PTW and is also a translator (English/Spanish), which has a lot of potential. RCTE is also working on the dissertation writer’s handbook. The IRB section has been reviewed and approved by the IRB director. Cristina also announced the trip to Nogales that she is leading for her border rhetorics class, and invited others to join. An announcement will be coming shortly.

c. Creative Writing

i. Ander deferred updates to the newsletter.

d. Writing Program

i. Susan deferred updates to the newsletter.

e. Undergraduate Program
i. Paul is organizing the “Professions for the Poetic” event on October 11 and has begun work to publicize. This event will be on professions related to English. Students will be able to ask questions about various professional opportunities like marketing and content writing, and what they can plan/do now to build experience. He wants to bring in alumni to support the event. He needs help with marketing and getting volunteers.

ii. Paul noted that some new classes are in the review period. A couple of classes have been blocked in their current form, and Paul is working on compromises with other departments. He discussed the difficulties of navigating this with RCM.

iii. “Shopping cart” and schedule of classes goes live on Monday.

f. English Studies in Action

i. Adela noted that ESIA is working with faculty interested in coteaching. She invited faculty to check in with her if interested.

ii. Feminist Action Research in Rhetoric are producing a Zine through the Primavera foundation, working with rights restoration.

iii. ESIA is facilitating 2 Write to Thrive Online Writing Workshops. These workshops run for 3 weeks at a time. One is dedicated to jr faculty in the department. Adela designed these writing groups as loosely configured to support participants and their desire to write in and beyond the academy. They acknowledges our shared need and desire to write while refusing neoliberal measures and metrics of accountability that reduce writing to obligations for academic survival. The language we use and the practices we cultivate are intended to support a generative practice. Importantly, the W2T model includes the cultivation of joy in the process of writing in a collective (if virtual) context. The idea is for participants to make a writing appointment with themselves and to show up for that appointment as they would for any other appointment they schedule. The writing collective assembled is encouraged to accept and offer support in that goal.

iv. ESIA participates in the newly formed jr faculty listserv. The next project proposal to jr faculty will be a salon style event for them to introduce any scholarly work they wish to share. Details TBD.

v. ESIA will be creating and circulating a department-wide newsletter. Stay tuned!
Social, Cultural and Critical Theory

Lee noted that there was a welcome reception for students in SCCT, about 30 folks from across campus.

V. Academic Program Review Report: Shelley Staples

a. APR Core Committee has been meeting since 9/4, and Shelley reminded faculty that these are open meetings and anyone is welcome.

b. For the external review committee, we now have 2 nominees for each category. These have been approved by College and will soon be sent to Gail Burd, who makes the final determinations on who serves.

c. Shelley noted that the ad hoc committees for programs are in place, but the committee is still putting together focus groups. She read the names of the focus groups (Equity, Diversity, and Inclusion; Engagement and Collaboration with Other Units; Faculty, Unit Administration; Resources and Technology; Graduate Curriculum; APR/Promotion and Tenure; EGU) and requested volunteers. There is a lot of data to gather and bring together in these focus groups and committees. Most of the work will take place this semester. Shelley noted that the core committee will create a final draft that will be sent to the Provost in January.

d. Shelley thanked everyone who has volunteered.

e. Shelley reported our peer institutions: Ohio State University, Penn State University, University of Washington, University of Illinois at Urbana-Champaign, University of Wisconsin-Madison.

f. She mentioned that all faculty will need to submit a 2-page CV focused on recent publications, current grant funding, and major committee assignments. Shelley noted that we’ll send out a survey to gather information.

g. There was discussion about pulling some data from UA Vitae—we’ll look into that but we also need data going as far back as 2012, several years before UAV entries were required.

VI. Professional and Technical Writing in English Proposal – Ann Shivers-McNair

a. Ann noted that recent studies show that English departments are predominantly the home for this kind of a major, and she believes rightly so. Ann noted that as someone who has a BA in Lit, a Masters in CW, and a PhD in RCTE, she firmly
believes that the humanistic work and creative work we do in English is critical to the overall work done in PTW. Ann also noted that this major draws on our linguistic, critical and humanistic strengths across multiple programs. She noted that having the PTW major in the English Department would set us apart from ASU (their PTW program is not in English).

b. Ann noted that having a course in Writing for Linguistically and Culturally Diverse Audiences in the required core of our major sets us apart from other Hispanic Serving Institutions, and positions us to be a leader in a culturally sustaining pedagogy which is exciting and relevant to our mission at the UA. She mentioned that hiring and supporting Latinx faculty is critical for supporting Latinx students, and that the first step in making this happen is bringing Dr. Laura Gonzales here (the RCTE SPFI request). Right now, the question is whether or not this major feels right for this department.

c. Tom Miller noted that the branding of PTW shouldn’t limit our ability to make creative use of it internally. Roger Dahood liked the way it was framed as an addition to the English major, but he noted he would be concerned had it been designed to draw majors from English literature, but it’s not.

d. Paul Hurh noted that this is a gamble we have to make: on the one hand, some of our majors, as the survey shows, want this kind of program for any number of reasons but there are also students who will take this degree instead of something else. The gamble is how many are our own students and how many are from other majors?

e. Paul hypothesized that some students who might be interested in jobs in things like web content might major in Communication, now, which has many students and doesn’t teach Gen Eds anymore. We’re losing this kind of student. If we have a PTW major, these students might come back to English.

f. There was further discussion how all of this would shake out in terms of draining majors.

g. Tom Miller noted that research on majors from traditional liberal arts disciplines shows that they do quite well over their careers. He mentioned that instead of thinking of students in boxes, think of it as students taking some of these PTW classes to feel like they’re prepared. It will enrich our traditional majors without necessarily draining or competing with them.

h. Paul noted how quickly Ann put this whole major together in less than a month, and commended her hard work.
i. Adela Licona voiced support for the alignment of this proposed major with the University’s mission as a Hispanic-Serving Institution.

j. Lynda Zwinger noted that the faculty who developed the PTW certificate in 2017 claimed an institutional space for the development of this major in English.

k. Aurelie noted that this major is designed well to work within our department and offers many possibilities.

l. There was discussion about the process for department approval and next steps.

m. Ann mentioned that the plan is to submit the proposal in October. The goal is to implement it as early as Fall 2019 but if it hits any road bumps, we might push it back.

n. There was discussion about putting it to a Qualtrics vote since there were not enough voting members for quorum at the meeting.

VII. Portrait in Progress – Aurelie

a. Aurelie used the last part of our meeting to review the Retreat notes, and to open up the room to discussion about challenges that seem crucial, and implementing immediate and long term plans. She read the mission as written in the 2011 APR report. She guided a discussion about what feels relevant now, how we define our character, what is important to us, what makes us unique.

b. There was discussion about how the mission statement doesn’t fully capture the specific work that we do in the department.

c. It was noted by Tom Miller that this 2011 mission statement is process-based and that to address these concerns, we need something that foregrounds what we actually study.

d. Aurelie asked the department to brainstorm a word cloud to get us started. Here are the words that were written on the board: students, language, stories, literacy, words, literacies, Englishes, writing thoughtful, beautiful prose, imagination, passion, critical and creative thinking and writing, empathy, mindfulness, liveliness, dialogue, compassion, empathy, persuasion, listening, rhetorics, memory, culture, adequance, appreciation, care, reflection, disruption, teaching, activism, critical engagement with cultural values over time, equity, cultures, professional awareness, self-awareness, digital, fear, transformation, visual, multiple perspectives, perspective, local, regional, humanistic, global, innovation, respectful, translingual, borders, alternative, transgressive, permeable.
e. Aurelie noted that December 1st is the holiday party at Red Park. One idea that came from the retreat was presentation of works in progress, as well as a publication party for those who have published books that year.

f. There was discussions on how to better stay connected with each other through both formal and informal social events.

The meeting was adjourned at 3:30pm.