

2021 AUHE Annual General Meeting Minutes

7th December 2021

(Compiled by VP-Admin, Ann Vickery)

President's report (Giselle Bastin)

Special thanks to Andrea Curr for rebuilding the AUHE website this year. Teaching Learning Outcomes benchmarking the discipline are posted on the AUHE website.

Noted AUHE's important role in advocacy:

- * as a signatory to HASS's letter to the government around Tehan's change to degree fees.
- * to the ARC regarding research codes.
- * as a signatory to Leigh Dale's letter protesting the government's proposed banning of classroom discussion of gender fluidity.

Treasurer's report and proposed AUHE Statement of Values (Robert Clarke)

Allocated funding for Texts and Its Limits conference was not spent. Rob presented and spoke to a draft AUHE Statement of Values. This was an initiative raised within the AUHE Executive that can be mobilised to support those in the discipline. It was noted that many cognate organisations have some form of statement. Rob proposed a revised mission statement for the AUHE and a values statement that included:

- * Fairness and equity
- * Transparency and accountability
- * Inclusivity and diversity
- * Institutional and individual academic freedom

(See attached slides)

Feedback at AGM:

Sharon Bickle: suggested that English also be framed as a shifting and evolving discipline

Nicole Moore: suggested that AUHE be careful that a values statement not be overly restrictive

Giselle Bastin asked: How does the AUHE deploy the values statement?
How are we prepared to enter forums of debate?

Paul Magee and Anthony Uhlmann both: supported academic freedom being a significant element in the values statement and Anthony suggested that the AUHE could support the right to put forward a point of view.

Naomi Milthorpe suggested that the following be included somewhere: "English is a dynamic teaching and research discipline that seeks to understand our changing world through creating and critiquing literary texts."

Maggie Nolan/Liz McMahon: AUHE correspondence regarding potential or actual impact of governmental policies on the Discipline of English should be sent to both Labour and the Coalition.

Teaching Committee Report (Clare Archer-Lean)

The finalised Learning Outcomes for English in Australia have been posted on the website, providing a benchmark for members.

The Committee (Clare Archer-Lean, Adelle Sefton-Rowston, Jude Seaboyer, and Peter Innes) has worked on a Graduate Outcomes survey to distribute. It has sought to distribute the survey among the AUHE and AATE. 85 so far completed. The survey is directed to anyone who completed an English major or minor in the last 30 years.

The Committee had found it difficult to gain support by universities as the survey is not designed to provide university-specific results.

Tanya Dalziell suggested Philip Mead or Larissa McLean Davies as providing further contexts with English Teacher associations.

Helena Kadmos suggested posting it on LinkedIn.

It was also suggested that libraries might provide a good place to locate and circulate the survey to English alumni.

Anthony Uhlmann suggested that it could be circulated via the Sydney Review of Books and other journals

Catherine McKinnon suggested that it be circulated by the Copyright Agency or Australian Society of Authors.

Research Committee Report (Maggie Nolan)

Maggie spoke to the journal rankings survey about to be circulated to members. This is a short survey where participants can be de-identified. It will run between late December and early February.

It will hopefully provide insights into open access journals vs non-open

access journals. It includes a question that will consider the impact of COVID. It is intended that the results of the survey be published. The survey follows a project run by Agata Mrva-Montoya around booking publishing.

Anthony noted that Library workshops giving advice around publishing in journals were often based around Scopus. He suggested that Scopus distorts the discipline (particularly against smaller research areas) and argued that the survey results could deepen librarians' understanding of the research landscape for English.

Giselle noted that AHA have journal metrics on their webpage.

Melinda Harvey notes that there were 19 journals recognised by Monash in terms of research and there were no journals focused on Australian literary studies on the list.

State of the Discipline discussion (led by Giselle Bastin)

Presentation given by Ben Etherington, Lorraine Sim, and Sean Pryor on a survey carried out at Western Sydney University and UNSW on the impact of the shift under COVID restrictions to online learning. This survey was seen to be a springboard for a wider discussion to be had about changes to the discipline in terms of blended teaching. It suggested that there were complex issues to be navigated involving pedagogy, access and equity, and retention. Ben noted that there were significantly increased workload requirements for staff with the shift to online learning. He noted that missing from the survey's data was the impact of extra-curricular commitments that students had (such as work and carer responsibilities) on their learning.

Naomi Milthorpe noted that Utas has introduced keynotes as touch points in teaching delivery. She further noted that there had been some reduction in first-year enrolments at the Launceston campus that could be due to timetabling.

Juliane noted that there had been a different cohort experience as the library learning space was developed into study hubs.

Jen Hamilton notes that on-campus could be motivating for completion as it created expectations regarding the investment of time in a student's education. She noted that different universities had different online cohorts, eg. Uni of New England's differed from Western Sydney's.

It was noted that some regional campus teaching may be going online from 2022.

A working party will expand on the WSU/UNSW survey to consider issues surrounding online learning nationally. Suzie Gibson volunteered to be part of this.

In terms of Tehan's reforms, Giselle noted that BA students were often unable to distinguish between fee Bands. Alternatively, Maggie noted that students were beginning to understand the different costs involved at ACU. Giselle further noted that the BA/Bachelor of Ed double degree had been cancelled and that Education students now only do 6 units in English rather than 8.

Employment

It was noted that a number of universities now had no Level Es such as UNE, UQ, USC, and LaTrobe with Level Es segregated at ACU into the research-intensive institute.

Julian Murphet noted at Uni of Adelaide that there had been a hiring freeze that had led to a great shift to casualisation.

Deirdre Coleman noted that there were now 50% teaching only fixed positions and 50% tenure/ongoing positions.

Stephanie Russo noted that there were 6 people at Macquarie in English, one in a contract position.

Suzie Gibson noted that they had lost 3 full-time English staff and that English was the most casualised discipline at Charles Sturt Uni.

Naomi Milthorpe noted that Utas had hired 2 new permanent staff, one in English, one in creative writing and about to hire a third. She noted that there were 2 contract staff who were teaching intensive.

Juliane Roemhild noted that La Trobe had lost 3 staff (Level B, D, and E) to voluntary redundancy and regained one Level C creative writing through redeployment of existing staff.

Ros Smith noted that ANU had 13 permanent staff at ANU and had just hired 2 Level Bs for 5 year contracts and had a good enrolment numbers in English. They offer a straight humanities degree.

Marg Henderson noted that English at UQ was also in a steady state and were introducing a new Honours program in 2022.

Ann Vickery notes that there were 21 permanent staff in literary studies/creative writing and 4 one year fixed term contracts at Deakin in 2021. A Level C, D, and E were lost to voluntary and involuntary redundancies. There has been an introduction of a Teaching Scholar position (teaching intensive) across areas of the School. Literary

Studies/creative writing had 1 Teaching Scholar position and 2 x 0.5 Level B hires and would be likely to make 1 further Level B hire. There is 1 fixed term contract in 2022. Writing and Lit has been identified by Faculty as top-heavy with 3 Level Es and 7 Level Ds in 2022.

Prizes

The Voss Prize was awarded to Amanda Lohrey's *The Labyrinth*. Amanda attended to accept her award. The judges' report will be posted on the Voss Prize webpage and the AUHE website.

The AUHE Prize in Literary Scholarship was awarded to Paul Giles' *The Planetary Clock: Antipodean Time and Spherical Postmodern Fictions*. Paul attended to accept his award. The judges' report is being posted on the AUHE website.

2022 Executive

President: Ann Vickery

Vice-President Admin: Deborah Pike

Vice-President Treasurer: Jessica Gildersleeve

Vice-President Outreach: Naomi Milthorpe (with Nicole Moore maintain the AUHE facebook page)

Head of the Teaching Committee: Kate Douglas

Head of the Research Committee: Chris Danta

2022 State Representatives

Victoria: Melinda Harvey

SA: Eric Parisot

Tas: Naomi Milthorpe

Queensland: Marg Henderson

ACT: Paul Magee

WA: Tanya Dalziell

NT: Adelle Sefton-Rowston

NSW: t.b.d.

2022 Voss Prize

Chair: Elaine Lindsay

Panel:

Jumana Bayeh

Ann Vickery
Christian Bök
Adelle Sefton-Rowston

2022 AUHE Prize in Literary Scholarship
Chair and panel: t.b.d.