

# FIRST FRIDAY BROWN BAG LUNCH

FEB. 22<sup>ND</sup>

•  
12:00 PM.

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UWC-LIB 362



Dr. Poushali Bhadury is an Assistant Professor of Children's Literature. While she has published extensively on International, Multicultural, and Comparative Children's & Young Adult Literature, Digital Humanities, and Cultural Studies, her talk at First Friday

Brown Bag will focus on grant writing.

Dr. Bhadury herself has been the recipient of departmental, institutional, and national and international grants, including the highly competitive CLIR Mellon Fellowship for Dissertation Research. From 2016-2018, she was a HASTAC scholar awardee, and since her arrival at MTSU, she has garnered a Faculty Research and Creative Activity Committee (FRCAC) grant, as well as a Faculty Research Grant from the Children's Literature Association.

Her talk will focus on strategies for identifying grants, organizing funding sources, and creating an achievable application and writing process. While graduate students will benefit from Dr. Bhadury's talk, we invite anyone who is interested learning more about grant writing and potentially forming connections across the department that could lead to projects suitable for grant funding.

First Friday Brown Bag is a monthly meeting in which one English Graduate Student and one English Faculty Member create a short presentation on current research, interests, or projects. Presentations will be informal, with plenty of time for discussion.

Please bring your own lunch. Presentations will be followed by a brief Q and A, and time to socialize.

Please contact Brielle Campos at [brc4a@mtmail.mtsu.edu](mailto:brc4a@mtmail.mtsu.edu) if you are interested in presenting spring semester.



*University Writing Center*

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Rachel Donegan, a fifth-year Ph.D. Candidate, will present an excerpt of her completed dissertation, “Accessibility in the Age of Compliance: Using Flexible Heuristics to Promote Greater Writing Program Access.” Almost thirty years after the passage of the Americans With Disabilities Act, writing program administrators and faculty members alike still wrestle with what access

means and what it entails. Numerous questions, each with serious implications for instructors, students, and administrators, have arisen from this struggle: What does compliance look like? Is institutional compliance the same as accessibility? Who should perform the work of addressing widespread, systemic accessibility issues?

Donegan answers these questions in the form of a flexible heuristic, one designed to complement Tennessee's legislatively mandated accessibility audit for public colleges and universities. Informed by Universal Design for Learning, writing program administration theory, disability theory, and data from interviews with disabled graduate teaching assistants, this heuristic pushes writing program administrators to consider how syllabus policies impact classroom access, to understand the accommodation procedures in their local contexts, and to operate with a degree of healthy flexibility. Through engaging with this heuristic, WPAs will not only gain a deeper awareness of how systemic inaccessibility can exist within a writing program, but some practical and applicable ideas for their local contexts as well. She will defend her dissertation on Monday, March 18<sup>th</sup>.

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