

Project Title Merritt Writing Program Diversity Initiatives: Curriculum and Pedagogy

Project Manager (Person submitting the proposal).Angela Winek, MWP First-year Composition Coordinator, and Mariana Abuan, MWP Assessment Coordinator

Project Manager Email Addressmabuan@ucmerced.edu

**What are you proposing to do and how will you do it?**

This proposal supports a program-wide extension of the diversity efforts begun last year by the Merritt Writing Program's Diversity Initiatives (DI) committee. Last year, the DI committee: became a permanent structure/standing committee that will help shape course and program planning for the MWP (\*RIGHT?) (fall 2018)

conducted the MWP Climate Survey (fall 2018)

collaborated with the Assessment Committee to begin designing a diversity statement that is unique to the discipline of Writing and the MWP, and that aligns with the university's diversity statement.

began discussions about how The Principles of Community can be incorporated more effectively into the MWP (fall 2018)

held book reading sessions of Juan Guerrero's book to familiarize MWP faculty with his work and prepare for his visit (fall 2018)

held a November Mini-Conference with keynote speaker Juan Guerrero

collaborated with First-Year Composition Committee and Assessment Committee to begin piloting a Principles of Community Common Prompt for all freshmen. (fall 2018)

collaborated with First-Year Composition Committee and Assessment Committee to begin discussing the design and implementation of a diversity course learning outcome for Writing 1 and Writing 10. (fall 2018)

is currently holding book reading sessions of Iris Ruiz's book to familiarize MWP faculty with her work and prepare for the spring symposium (spring 2019)

(upcoming) hosted a Spring Capstone Teaching Symposium with keynote speaker Iris Ruiz (spring 2019)

Over the 2019-20 academic year, the MWP will attempt to extend and synthesize our work from our foundational grant year, which focused on linguistic diversity, into the future of the MWP by continuing those efforts and expanding them into first-year composition curricular concerns that utilize the DI committee's creation of a program-wide Diversity Statement. This MWP Diversity Statement will inform the creation of diversity-themed writing prompts for Writing 1 and Writing 10, and the development of a diversity course learning outcome.

**Invited Speaker**

Steven Athanase who has expertise in implementing the pedagogies of inclusion and will address the MWP faculty in fall 2019 in order to provide research-based practices that can be applied in writing classrooms. This will be part of a small event in order to contextualize the

focus of this project for the MWP and spark interest in faculty participation.

#### Common Diversity Writing Prompt Workshops

In the fall of 2018, the MWP First Year Composition Committee (FYCC) developed multiple drafts of Common Prompts that could be used in all WRI 01 and WRI 10 classrooms and would reflect the MWP's commitment to promoting diversity in the classroom. Ultimately, UCM's Principles of Community were used as the subject matter for these prompts, since these principles reflect the campus' commitment to promoting diversity and embody common goals that UCM students, staff, and faculty should strive for. The MWP Common Prompts were revised into two genres, (one that is appropriate for WRI 1 students and one that is appropriate for WRI 10 students) both with the same outcome of "demonstrating an understanding of the importance of diversity, as the term applies to the UC Merced Principles of Community." These two prompts and an accompanying rubric, developed based upon a Diversity Value Rubric model, are currently being piloted by FYCC members in their WRI 01 and WRI 10 classes and by UCM Writing Center tutors. The pilot project will be assessed qualitatively through surveys for both students and faculty who pilot the prompts and accompanying rubrics.

During the two workshops that will be offered in fall 2019, participants will review student work in response to these prompts, norm, give feedback on the prompts and rubric, discuss potential variation and options for instructors, and think about ways these prompts can be incorporated in their own classrooms. These workshop participants will be asked to pilot these prompts in their classrooms and surveyed about the experience, and then will have the option to present the strategies they use to adopt these prompts into their classrooms.

The First Year Composition Committee (FYCC) will aid in this continued pilot, and this project will culminate with final drafts of the UCM Principles of Community Common Prompts and accompanying rubric to be ready for use in writing courses by MWP faculty beginning in the fall of 2020.

#### Diversity CLO Workshops Part 1:

Development of a Diversity Course Learning Outcome (CLO) for Writing 1 and 10 based on the MWP Diversity Statement and the data collected from the Principles of Community Common Diversity Prompt pilot. The Diversity CLO will be drafted and then assessed by MWP faculty and other campus writing resources using student work, other institutional models, and prior knowledge of UCM student work assessment. This CLO will be vetted by students, as well. The Diversity CLO will then be revised as needed during its various stages.

In the first series of workshops, participants will examine sample CLOs from other colleges and universities that have a diversity CLO in place and identify characteristics to adopt. They will then

examine sample writing prompts that faculty have been using in the past and the resulting student work to determine if these fulfill a diversity CLO and how they could be modified if they

do not. Participants will then extract identifiable characteristics of how diversity manifests in student writing. These characteristics will inform the drafting of a diversity CLO and rubric that will be used to inform the second Diversity CLO Workshop. Participants in this workshop will have the option of presenting strategies they used to modify assignments they are already using to help their students fulfill a diversity CLO.

In the second series of workshops, participants will use the rubric designed in the previous session with student sample work. They will then give feedback on it and suggest revisions. They will also examine sample instructor syllabi, discuss, and make a list of criteria and best practices for how MWP faculty can fulfill the diversity CLO in a variety of ways. Finally, faculty will discuss how this diversity CLO can be reflected in teaching portfolios for reappointment and merit review by drafting a diversity rubric for instructor syllabi. Participants in this workshop will have the option of presenting strategies they used to modify their syllabi to demonstrate how they fulfill this CLO as instructors and/or how they might provide rationale in their teaching portfolio so readers can understand how they address diversity in the classroom.

#### Spring Symposium with Faculty Presentations

During a half-day of workshops, concurrent workshops will be held in the morning and afternoon on how to incorporate the Principles of Community prompt in the classroom and how to modify assignments and syllabi to fulfill the Diversity CLO. Faculty will have the option of attending one or two sessions. These sessions will be facilitated by faculty who participated in the workshops on the Principles of Community Prompt and the Diversity CLO previously. Then, after a short break, all participating faculty will take a second workshop that will incorporate discussions from the first workshops and use them toward developing the new diversity CLO, which will build off our previous MWP CLOs. The workshops on the Common Prompt, Diversity Statement and the development of new CLOS will reflect the information and ideas presented by the invited speaker.

#### **How will the program contribute to and enhance UC Merced's campus climate as a more equitable and inclusive place to study, research and work?**

Through last year's Diversity Initiatives foundational grant, the Merritt Writing Program was able to offer professional development centered in pedagogical and curricular consideration of diversity to our unit 18, non-senate faculty. After conducting a program climate survey, the MWP has a snapshot of current climate concerns for MWP faculty and staff.

Because the Merritt Writing Program teaches roughly half of all UCM students in each academic year and teaches all first-year students, faculty professional development is critical in order for those diversity considerations to manifest in the classroom and reach our students, particularly those first-year students enrolled in WRI 01 and WRI 10 classes. In the fall of 2018, UC Merced welcomed 2700 first-year students

(<https://irds.ucmerced.edu/files/documents/enrollment/class%20level%20-%20fall.pdf>) This number is likely to increase each year beginning with and beyond the 2020 plan, which means that during the 2019–2020 AY this project will impact close to 3,000 students.

Mariana, as assessment coordinator, and Angela as the first-year composition coordinator, are both focused on work specific to meeting campus climate goals for UCM and the MWP.

Mariana currently serves as the Non-Senate Faculty representative on the Committee on Campus Climate, Culture and Inclusion (CCCI). That committee submitted the End of the Year Report for 2017–2018, which was given to Chancellor Leland in May 2018 and included a recommendation for a communication plan for the Principles of Community. This recommendation resulted in a focus group, which is currently active and headed by De Acker. Currently the communication plan is being worked on by that CCCI working group. This MWP diversity initiatives project will assist the efforts of the working group by bringing focused attention and engagement with The Principles of Community to all first-year writing courses at UC Merced.

By working to develop a Diversity-focused Course Learning Outcome for first-year composition courses, Writing 1 and Writing 10, the MWP will ensure that faculty and students will be purposefully engaging with diversity, equity, and inclusion in the writing classroom in a variety of ways. Diversity is a multifaceted topic, so there will be discussions with faculty about the ways in which diversity can be addressed in the writing classroom. This will allow individual instructors to address DEI concerns in ways that are agreed upon by the MWP while still ensuring instructor autonomy is maintained while exposing first-year students to diversity in ways that might appear novel and innovative. Since all freshmen take a Writing 1 or Writing 10 course in their first year, the MWP is in a unique position to demonstrate the importance of diversity and The Principles of Community to students in ways that will help set the tone for their next four years at UCM, which offers the program and the campus built-in classroom opportunities to combat and hopefully minimize current and future climate issues at UCM.

Meanwhile, Angela is currently the chair of the MWP's First-Year Composition Committee. The committee has been working over the past year to develop and pilot a common diversity prompt, which has been developed in response to UC Merced's Principles of Community and the need to provide students with a shared composition exercise related to diversity. Currently, this pilot-year diversity prompt is:

“Can you identify an occurrence (example) of access/lack of access, inclusion/exclusion, or diversity/lack of diversity within a local, national, or global community? In which ways does this example connect to the UCM Principles of Community? In your example, are the UCM Principles of Community being upheld or not being upheld? What are the resulting consequences? How does this example demonstrate the importance of upholding the Principles of Community?”

The prompt is being piloted in several first-year writing classes and by Writing Center tutors in the Spring 2019 semester. Additionally, a rubric has been developed to assist MWP faculty in assessing student work based on this prompt. The rubric is also being piloted in the Spring 2019 semester. The assignment also includes background about the UCM principles of community and information about essay genre. The prompt specifically opens up the first-year writing classroom as a space to engage students in discussion with and exploration of the UCM Principles of Community.

Under this grant, this prompt and the relevant rubric would ultimately be a shared assignment in all first-year writing courses, ready for widespread use in fall 2020, after the pilot projects of spring 2019 and fall 2019 are assessed in spring 2020. As part of this grant, faculty will be introduced to the prompt and instructed in how to use and assess it.

The fall 2019 workshops and guest speaker will provide outside expertise on promoting diversity in programmatic and curricular ways while also providing space for faculty to give feedback on and discuss the Diversity Statement and the Common Prompt.

The spring symposium will provide an opportunity for faculty to share approaches to teaching the Common Prompt and utilizing the Diversity CLO, and to discuss ways to appropriately modify both for particular classroom environments along with any relevant challenges and opportunities brought up by using them for the first time. This symposium will also serve as a starting point for identifying how the prompt might be incorporated into the mwp's larger programmatic curricula and relevant diversity concerns going forward.

By providing space for discussion on diversity, access, and inclusion within each first-year writing classroom upon launching these MWP diversity efforts, the MWP will be providing space for underrepresented and underserved voices to become a part of discussions about diversity in the classroom and on campus while also allowing students who have traditionally been better resources to better understand the particular concerns around equity and inclusion within the university and the world in general.

**Describe how this project is a new, high impact, collaborative, experimental and/or sustainable approach to enhancing and/or addressing an area of campus climate.**

The Merritt Writing Program's program-wide diversity initiatives are part of a focused, sustained, and innovative approach to incorporating the UCM principles of Community and the 2014-17 Campus Climate Action Plan into actionable classroom activities, assignments, and discussions via the use of the newly developed MWP Diversity Statement (which can be included in each classroom as a part of each individual faculty member's syllabi), the MWP Common Prompt (which all UCM students would receive as a first-year writing assignment) and the development of a new program-wide diversity Course Learning Outcome (CLO), which could be potentially applied to other MWP writing courses syllabi and activities, as well.

The use of the Diversity Prompt, Diversity Statement, and CLOs will support diversity in the classroom and beyond into the larger UCM communities. Along with the Principles of Community, these three efforts will each be used in writing classrooms so all UCM writing students will have a sustained and focused experience of being introduced to, writing about, and thinking about diversity and accessibility.

This three-pronged approach is new for the Merritt Writing Program because up until now, we have only thought of diversity in terms of how UC Merced has defined it. The finalization of a diversity statement for the MWP will prompt us to think of how we can serve diversity on campus through the discipline of Writing specifically. It will also represent a collaboration between faculty and students because the statement will not be finalized without student input. It is essential that our diversity statement and the principles that underpin it be transparent to our faculty as well as the students we serve.

Previously, no campus-wide course learning outcomes specifically related to diversity have been in use in first-year academic writing courses at UCM. The development of a diversity CLO would allow faculty to create coursework and lectures related to diversity as a focus separate from our other course learning outcomes of Research Ethics, Rhetoric, Craft, Process, and Collaboration.

Similarly, there has been no single common essay prompt for all first-year UCM students that addresses diversity issues. Previously, common prompt focuses were on issues such as plagiarism and sustainability. Clearly, none of these common prompts have addressed diversity or campus climate, specifically.

In addition to general campus climate concerns, a specific area of campus climate that the CCCI identified as being of concern in the 2017–2018 academic year is the promulgation of hate speech on campus, particularly as it is spread via student organizations which single out and target vulnerable communities. These efforts will hopefully serve to minimize this kind of concern going forward.

Overall, this three-pronged diversity initiatives project is high-impact because, as established previously, the Merritt Writing Program instructs all first-year student through Writing 1 and writing 10. This presupposes that every first-year student at UCM will engage with The Principles of Community Common Prompt through writing, which will allow students to gain a more comprehensive understanding of the Principles of Community and how they inform their lives at UC Merced and beyond. Additionally, the development of a diversity CLO will ensure that all faculty prioritize diversity in their classrooms in some form. This means that all students who take Writing 1 and Writing 10 will get exposure to multiple facets of diversity through the MWP curriculum. All of this is in collaboration with the university and its current diversity initiatives, particularly those identified by the CCCI.

This project is highly sustainable because it will result in permanent, visible, and ongoing DI efforts within the MWP: a permanent CLO that instructors will be required to incorporate in their coursework, and one that students will be required to demonstrate in WRI 1 and WRI 10; the Principles of Community Common Prompt, which will also be a permanent assignment that all students will complete in Writing 1 and Writing 10, giving them opportunities to engage with each other and with their instructors on the subjects of access/lack of access, diversity/lack of diversity, and inclusion/exclusion, as they exist both within and outside of the UCM community; and a Diversity Statement that can be used by faculty in whole or in part as a way to unify diversity principles and approaches within UCM writing courses.

**Describe the expected difference(s) the project will make on the issues addressed, the audience(s) it will serve and the number of people it will affect. (Proposals must describe and include supporting impact data from documented climate surveys, findings or statistics.)**

This three-pronged diversity initiatives effort within the MWP seeks to make UC Merced's Principles of Community a part of daily life and discussion on campus in order to improve campus climate for both students and faculty. With first year students being foundational courses for the MWP and with almost all first year students taking at least one of these courses at UCM, the project has a far-reaching impact on campus. This project will annually serve nearly 3000 first-year students alone, and at least 70 non-senate faculty members. If the Diversity Statement is added by faculty to syllabi for non first-year writing courses (such as Writing in the Disciplines), and the CLOs are added to non-first-year writing courses, as well, the number of total students working with this diversity initiatives materials will increase dramatically.

While this project and its efforts aim to make the UCM Principles of Community the focus of daily life on campus in general and in writing courses in particular, the project could also potentially encourage respectful dialogues between campus groups while also discouraging the targeting of certain groups with divisive and harmful rhetoric.

**How will the project bring together two or more campus entities, advance mutual goals and/or share knowledge? Specifically identify how the project will be integrated into the activities of teaching, research or public service.**

First-year students at UCM are frequently encouraged to utilize campus writing and tutoring resources. Among these excellent campus resources, provided free of charge for all UCM students, are the Writing Center, PALs, CETL, and the English Language Institute. The staff, students, and volunteers within each of these campus tutoring resources will be working with our students on these Common Prompts, as well as assisting efforts towards students' attainment of writing-specific Course Learning Outcomes, particularly the newly developed Diversity CLO.

The Merritt Writing Program, along with each of these campus entities, and the Office of Campus Climate shares the mutual goals of Campus climate improvement.

As part of the efforts toward campus climate improvement, Mariana Abuan, the Non-Senate

Faculty representative for the CCCI, brought the need for more campus-wide visibility of The Principles of Community to the MWP's attention. In response, the MWP's First-Year Composition Committee has already been in collaboration with the UCM Library and the Writing Center in order to develop a draft of The Principles of Community Prompt. That draft has been tested by Writing Center tutors and is currently being piloted by five MWP instructors, which translates to at least 100 students engaging with the first version of the Common Prompt. Data from that pilot effort will be collected at the end of the spring of 2019 in order to make adjustments that will be used to inform the use of the Common Prompt going forward.

Clearly, this project currently reflects a collaboration between all of these campus entities and the MWP. Going forward, the Common Prompt will affect all MWP writing faculty and students and not just those who have participated as of this academic year (2018-19). Even for faculty who do not participate in the workshops in the upcoming academic year (2020), every member of the MWP will be instructed on the use of the Common Prompt and the eventual incorporation of the Diversity CLO into their classroom syllabi and curriculum. Additionally, the Diversity Statement, which is the result of a year-long collaborative effort by all members of the MWP, will be available for faculty inclusion in syllabi, writing assignments, activity, and discussions.

Encouraging all MWP faculty to Include the MWP Diversity Statement, which has informed the common prompt and CLO development, will serve to inform students about the ways in which the MWP thinks about and actualizes diversity both within and beyond the classroom and into the larger UCM community. Additionally, it will serve to unify the MWP faculty and to provide transparency between students and faculty.

**Describe the leadership, capacity and qualifications of the individual or group to implement the project. (Proposal specifically describes the leadership, capacity and qualifications of the individual or group to implement the project and specifically describes how each individual will implement the components of the project. Project Managers are in good standing with the University.)**

During the academic year 2019-20, the MWP's diversity work will be co-chaired by Angela Winek and Mariana Abuan.

Mariana Abuan will be charged with the development of the Diversity CLO for Writing 1 and Writing 10 by facilitating workshops. She will also support assessment of all the components of this project at its various stages. Mariana is a Lecturer with Continuing Appointment with the MWP and has been the Non-Senate Faculty representative on the CCCI since December 2016. She is also currently the Assessment Coordinator for the MWP. She has experience refining Writing 1 and Writing 10 CLOs and leading faculty review sessions to discuss how to improve writing curriculum. In fall 2018 she led faculty "diversity" sessions that resulted in four drafts of the MWP Diversity Statement. These drafts are currently informing the Diversity Initiatives Committee's work on designing one cohesive Diversity Statement. Her research specifically focuses on assessment and how it can be used to get all stakeholders on campus involved with



improving instruction and curriculum. She and Adriana Signorini from The Center on Engaged Learning (CETL) just received the Innovation Award from Professional and Organizational Network (POD) for their work on creating student stakeholders through course evaluations.

Angela Winek will be the lead on the Common Prompt Principles of Community pilot project and will help facilitate workshops related to the prompt project and Writing 1 and 10 Course learning Outcomes. Angela is a Continuing Appointment Lecturer in the Merritt Writing Program, who currently serves as the First Year Composition Coordinator (FYCC) on the Merritt Writing Program Advisory Board and serves as the Chair of the First Year Composition Committee. She has a strong research emphasis on pedagogy related to first year students, having worked with first year students every semester at UCM since 2008. Additionally, she has served on the UCM Faculty Academy on Teaching First-Year Students, collaborated with the UCM Library on special projects (TRAIL and PATH) related to Writing 1 and 10, and designed and taught a first-year general education SPRK course in the fall of 2018. Additionally, she has a research background in assessment, acting as the Assessment as Pedagogy Coordinator for the Council of Graduate Schools grant project through Graduate Division from 2013–2016 and preparing to act as the Assessment as Pedagogy Coordinator for the NSF Alliance for Graduate Education and the Professoriate grant project beginning in summer 2019. These coordinator roles focus on training graduate students to use the assessment process and backward design in pedagogical and curricular development.

The grant project will also be managed by Christopher Ramirez, a Continuing Appointment Lecturer in the Merritt Writing Program with demonstrated commitment to diversity, equity, and inclusion issues at UC Merced.

Mr. Ramirez will be lead on the Diversity Statement. He has co-chaired the Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion (CCCI) for the last two years and was appointed to the council in January 2012. His extensive knowledge of ongoing campus climate conditions, climate survey research and experience, and commitment to diversity make him adept at leading workplace climate assessment. Last year he assisted in the development of the first climate survey specifically designed for Non-Senate Faculty Members on campus. He played a significant role in both the development of UC Merced's Principles of Community and CCCI's Charter. As a founding board member of the Staff and Faculty of Color Association (SFCA), his primary focus at the moment involves increasing faculty outreach and membership. Ramirez has written several Op-Ed columns for the Merced County Times and The Merced Sun-Star that address local climate issues. His dedicated service to fostering a more equitable community also extends into his role as a Court Appointed Special Advocate (CASA) where he advocates for the interests of abused and neglected foster youth in Merced County. Finally, his research and curriculum design aims to foster an inclusive learning experience for students at UC Merced.

All three committee chairs are also members of the Merritt Writing Program's Advisory Board

with experience working together on diversity initiatives within the MWP.

Committee membership will represent a broad coalition of Merritt Writing Program faculty and administration, with teaching emphases in first-year composition, professional writing, creative writing, and writing in the disciplines areas, which affirms the project's potential impact. All MWP faculty share a commitment to addressing diversity, equity, and inclusion in our classrooms and in our program.

**Describe how likely the project is to be continued and incorporated or replicated by other organizations on campus and demonstrate why. (Demonstration of likelihood is supported with facts.)**

This grant proposal reflects a commitment to continuing diversity efforts by the Merritt Writing Program faculty. This work is intended to be a permanent part of the Merritt Writing Program's efforts and relevant committee chairs will continue to be tasked with DEI efforts, even as leadership may change over time.

Research done for this proposal revealed that currently no other California University Writing Program has a Diversity CLO. All university diversity efforts are concentrated on hiring, retention, and student population. This means that this project has the potential to set a precedent for other Writing Programs in the University of California System.

Additionally, the development of a Diversity CLO in the Merritt Writing Program will demonstrate to other schools on campus that they too might develop and incorporate a diversity outcome in their curriculum in order to respond to campus-wide diversity initiatives.

**Provide the full timeline – from start to completion – for the project.**

1) September: Invite MWP faculty to participate in workshop series and symposium

2) October: Proposed Speaker: Steven Athanase from UC Davis

Workshop 1: The Principles of Community prompt and rubric into teaching. (1 or 2 workshops will be offered on depending on interest)

3) November: Workshop 2: Development of a Diversity CLO for First-Year Composition (1 or 2 workshops will be offered on depending on interest)

4) January: Mid-Year Report

5) February:

Workshop 3: Continued Development of a Diversity CLO for First-Year Composition (1 or 2 workshops will be offered on depending on interest), and Symposium Planning Meeting with participating faculty

6) March: Diversity Symposium with faculty presentations

7) April: Assessment of Diversity Symposium

8) May: Faculty who attended at least one fall workshop and presented at the spring symposium receive acknowledgment (Certificates) and Assessment of Workshop Series

**What are your project goals and expected outcomes?**

Because sustained diversity, equity, and inclusion work is part of the Merritt Writing Program's long range plans, our project goals and expected outcomes will continue to evolve each year. Thanks to the funding support from last years DEI grants, we were able to meet our project goals.

For this year, our project goals will be:

Professional Development Acknowledgment (Certificates)

An invited guest speaker visit well-attended by MWP faculty

A Principles of Community Common Prompt Workshop:

This TWO-hour long workshop will focus on...

investigating the different ways MWP instructors incorporated the UCM Principles of Community Common Prompt into their Writing 1 and 10 classes during the spring 2019 pilot project

2) reviewing student work written as part of the spring 2019 pilot project, using the newly developed rubric

3) assessing the pilot prompt and accompanying rubric in order to responsively revise it

Workshop outcomes - Attendees will:

1) understand ways to incorporate the Principles of Community prompt in their WRI 01/10 classes

2) norm sample student work from the prompt pilot project using the accompanying rubric

3) assess the pilot prompt and rubric to make possible revisions

The First-Year COmposition Committee will support the prompt and rubric pilot, which will continue with another round in Spring 2020, leading to finalization of the prompts and rubric for widespread MWP use in fall 2020.

Diversity CLO Workshop Goals:

After this workshop in the fall, participants will be asked to modify their syllabi and/or an assignment they currently have so that it aligns with the CLO. These participants will then have the option of presenting their strategies for adopting the diversity CLO to faculty during the

Diversity Symposium. This will demonstrate to other faculty how they can revise their own courses and assignments for fulfill this new CLO.

In this workshop, syllabi and assignments will be modified, and rubrics will be developed to assess these.

After designing and piloting this CLO, the next step will be to submit this as an official CLO for both Writing 1 and Writing 10 through APO. As a result, all Writing 1 and Writing 10 courses will have a permanent and required diversity component.

The expected outcomes of a diversity CLO are to emphasize diversity as a university priority for faculty, and for students to complete Writing 1 and Writing 10 with a more thorough understanding of diversity and how to apply it in their daily lives, both on and off campus.

**What is your definition of success? How will you measure it?**

The success of the MWP Diversity Statement will be measured by being vetted by faculty and students and then made official by MWP faculty and leadership. Further success will be measured by how much it is integrated into and utilized by faculty in their writing courses.

The success of the Diversity CLO can be measured by:

- Being designed and vetted by faculty and students by the end of Academic Year 2019–2020
- Becoming an official course learning outcome through APO
- Assessment of student work
- Assessment of syllabi, assignment prompts, and teaching portfolios

The success of The Principles of Community prompt will be measured using student work and a program designed rubric. Official adoption and continued use of this prompt in all lower-division writing courses will also reflect the success of this initiative.

The Symposium will be measured by attendance (faculty and student) and a brief survey that attendees will complete

Products/outcomes:

1. Professional Development Acknowledgment (Certificates)
2. Annual Symposium– Student work and faculty presentations from Symposia can also be used as metrics of success, as can student feedback in evaluations

Bibliography: In addition, throughout the year, a bibliography would be established from suggestions by faculty and the invited speakers.

Finalized Common Diversity Prompt WRI 01/10 ready for use in Fall of 2020

Draft Diversity CLOs for Writing 1 and 10 to be piloted in Fall of 2020

What tools will you use to collect the data needed to measure the progress and success of each expected outcome? When will you use them?

The Diversity Statement will be measured using faculty and student feedback surveys that solicit approval, disapproval, suggestions for revision, and rationale.

Principles of Community Common Prompt— Assessment of student work using finalized rubric.

Diversity CLO—Assessment of student work using finalized rubric. Assessment of instructor syllabi and assignments using developed rubrics. Faculty and student feedback surveys.

The guest speaker visit, Workshops, and Symposium will be measured by attendance and a brief survey that attendees will complete. It will also be measured by the number of faculty who volunteer to present their work and who receive professional development certificates as a result.

~~Project sponsoring unit~~ Leave this field blank

UC Merced Sponsor Karen Merritt Writing Program

Budget Manager Sandra Mora

Budget Manager Email Address smora@ucmerced.edu

Budget form [2019-20\\_mwp-di\\_dei\\_grant\\_budget\\_form\\_template\\_2.pdf](#)

Application form (if submitting a PDF)