

I. Writing Plan Cover Page

Please fill in the gray areas on this form.

Date April 15, 2016

X Subsequent Edition of Writing Plan: First edition submitted Spring/2015

Youth Studies

WEC Unit Name

School of Social Work

College of Education and Human Development

Department

College

Linda E. Jones

Director of Undergraduate Studies

Ross VeLure Roholt

Associate Professor

WEC Faculty Co-Liaisons (print name)

Title

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Email

Phone

Writing Plan ratified by Faculty

Note: This section needs to be completed regardless of Writing Plan edition.

Date: April 14, 2016 If Vote: $\frac{16}{\# \text{ yes}}$ / $\frac{16}{\# \text{ total}}$

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):

The Youth Studies faculty, including community adjuncts, received the 2nd Edition of the Writing Plan via email and voted on it by email. Elements of the plan had been discussed at the February, 2016 meeting. The vote was unanimous.

II. Unit Profile: Unit Name

Please fill in the gray areas on this form.

Number of Tenured and Tenure-Track Faculty:

<u>1</u>	Professors
<u>1</u>	Associate Professors
<u>1</u>	Assistant Professors
<u>3</u>	Total

Comments about Faculty/Instructors:

In addition, there will be 2.5 FTE P&A faculty (as of Fall, 2016) and approximately 12 consistent, long-term community faculty (adjuncts) who play a major role in the development and implementation of our WEC plans.

Major(s) <i>Please list each major your Unit offers:</i>	Total # students enrolled in major as of Sem/Year	Total # students graduating with major AY 0#-##
<u>Youth Studies</u>	<u>Fall, 2015 N= 77</u>	<u>2015-16 N = 28</u>
<u> </u>	<u>Spring, 2016 N=79</u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
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<u> </u>	<u> </u>	<u> </u>
Total:	<u> </u>	<u> </u>

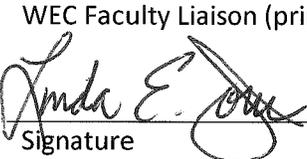
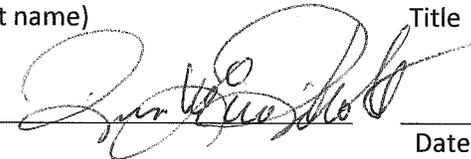
WEC Implementation Process	Semester/Year	# participated	/	# invited
Meeting #1 / Gallery Walk to review all major writing assignments	Fall/2015	18	/	21
Meeting #2 / WEC Training: Informal In-class Writing Activities	Fall / 2015	17	/	21
Meeting #3 / Results from Mapping Writing Abilities to Assignments; Conversation with University of MN Librarian for YOST	Spring/ 2016	16	/	22
Meeting #4 / WEC Training: Devising Effective Writing Assignments in YOST	Spring / 2016	19	/	21
			/	
			/	
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III. Signature Page

Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

WEC Faculty Liaison

Linda E. Jones / Ross VeLure Roholt	Associate Professor Director of Undergraduate Studies, SSW	Associate Professor Director of YDL M.Ed. SSW
_____	_____	_____
WEC Faculty Liaison (print name)	Title	
		4/14/2016
Signature	Date	

Department Head/Chair

James R. Reinardy	Director, School of Social Work
_____	_____
Print Name	Title
	4/17/16
Signature	Date

Associate Dean

Na'im Madyun	Associate Dean for Undergraduate Programs, Diversity and Equity, CEHD
_____	_____
Print Name	Title
	4/19/16
Signature	Date

For College of Liberal Arts units only:

CLA - Curriculum, Instruction, and Advising Committee approved Writing Plan on _____	_____
	Date
_____	_____
Print Name	Title
_____	_____
Signature	Date

IV. Writing Plan Narrative, 2nd Edition

Please retain section headers and prompts in your plan.

Introductory Summary:

Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 2nd edition of the Writing Plan? What, if any, key changes have been made to the 1st edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

The Youth Studies program (major/minor) is part of the School of Social Work, a unit within the College of Education and Human Development. Youth Studies is the only undergraduate major in the School of Social Work, which is predominantly and historically a graduate-level program (M.S.W. and Ph.D.). While the School of Social Work is almost 100 years old (2017), the Youth Studies major is only completing its ninth year. Prior to becoming a major, some undergraduate Youth Studies courses were located in the School, and Youth Studies, as a field, has a long and rich history at the University of Minnesota. The School of Social Work also includes the graduate level M.Ed. in Youth Development Leadership, as well as two undergraduate minors (Social Justice and Family Violence Prevention).

The Youth Studies program is relatively small, with about 80 majors and 30 minors. Over 50% of the program is comprised of students of color, and there is also a substantial number of first-generation college students and English Language Learners. The 3.5 FTE faculty includes one full professor, one associate professor, one assistant professor, and 2.5 FTE P&A faculty. Additionally, each year 10-13 dedicated, consistent, and highly involved community faculty (adjuncts) round out the instructional faculty. Six required foundation courses and 13 regularly offered electives are central to our proposed WEC initiatives.

The Youth Studies faculty sees our participation in WEC as very timely. The major is well established, but still 'young' enough to be invested in continual development of the curriculum. Concerns about student writing have always been articulated by faculty. Motivation to be part of WEC is high.

Involvement in WEC is enthusiastically endorsed both by the resident faculty and the community faculty, and participation in the 2014-16 activities has been consistently high. The 1st Writing Plan focused primarily on the understanding, conceptualization, improvement, and assessment of assignments across the major through the sharing of assignments, curriculum mapping, and two workshops conducted by WEC staff. Youth work practitioners also spoke to the students and faculty about the many ways in which writing, as well as other forms of communication, are critical to the field. Based on the next steps in the WEC process proposed by the faculty, the 2nd Edition Plan will

focus on the critical review and coordination of writing assignments across the curriculum, expanding faculty expertise and skill in developing writing assignments, deepening faculty understanding of students' experience of writing in the major, and developing faculty understanding of digital stories as way to enhance student communication skills, including writing.

Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS

What characterizes academic and professional communication in this discipline?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

During the implementation of the 1st Edition of the Writing Plan (2015-16), Youth Studies faculty and staff continued to support the writing characteristics developed during the first WEC year. Faculty includes both tenure/ tenure track and community/ adjunct faculty.

Youth Studies is an interdisciplinary field focused on understanding and responding to the everyday lives of young people. It brings together insights and evidence about and by young people from a wide-variety of academic disciplines, including: sociology, anthropology, geography, philosophy, cultural studies, history, education and social work. It is both a professional and academic discipline focused on personal and social development of young people.

The wide-range of writing characteristics in the field emerged during the first WEC year (2014-15) through the field survey completed by faculty, students, and affiliates. In the final analysis, Youth Studies faculty and students agreed on writing characteristics (Expressive, Critical, Exploratory, and Descriptive), while affiliates emphasized additional writing characteristics (Explanatory, Concise, Descriptive, and Persuasive). In faculty discussions, these two different ways of characterizing writing in the field were seen as related and often sequential. As one community faculty member described: "If I wear the faculty hat, I want to see that students understand all concepts by having them give me everything and demonstrate the ability to apply these concepts. In my affiliate hat, I would tell students that they can't write like that, that they must be more journalistic in telling the story and not go on too long." All the faculty agreed that to build students' professional writing abilities, they should be asked to understand core concepts and write to both explore and express these concepts and how they relate to practice.

Over the course of the second year of WEC, Youth Studies faculty and staff confirmed that the program supports students becoming scholar-practitioners. Bringing together these multiple characteristics, a primary emphasis emerged: to develop competent and skillful scholar-practitioners

who can “exercise many voices.” Given this overall goal, the faculty all agreed that good communication in Youth Studies can be characterized as follows:

Critically reflective and reflexive: Reflecting on one’s own lived experience in relation to another person supports high quality practice, and also informs scholarship on practice (and scholarship in practice). It includes identifying one’s own assumptions, situating the experience in relation to another person, and recognizing and acknowledging that there are multiple perspectives to any single experience.

Descriptive: Scholar-practitioners need to be able to describe a situation and have the capacity to separate self from interpretation and judgments. They need to be able to describe what happened and the multiple ways this situation or experience has been/or could be interpreted by others. Students should also know how different theoretical perspectives provide unique explanations of situations and experiences.

Analytic: Faculty also agreed that students need to move beyond describing positions to analyzing and bringing in multiple forms of evidence to critique and challenge personal, practice, and scholarly assumptions. Special emphasis should be placed on connecting and attending to how ideas are historically constructed, and how certain assumptions about young people are presented as “scientific,” when often they connect more to a moral stance. Good Youth Studies writing brings together multiple points of view and draws a conclusion using supporting evidence.

Persuasive: Youth Studies aims to develop scholar-practitioners. Communication in this field often requires persuasion. Indeed, Youth Studies writing seeks to spark action: to receive funding, to gain permission to offer a new program, to support youth voice and agency, and to create community, policy, or organizational change that better supports young people to flourish. Much of the writing is directed outward to convince others of a better response, intervention, or program. Writing is always audience directed, and writing in the field is characterized as responding to multiple audiences (community, practitioner, scholar, and policy-maker). Writing often requires translation of evidence (including narratives) to other audiences and writing concisely and descriptively so that evidence is understood and can be responded to by additional stakeholders.

This section describes writing characteristics for the Youth Studies field, developed during the first year of WEC and confirmed by faculty and staff during the second year. By the end of their undergraduate program, students should be able to write descriptively, analytically, and reflectively about their practice and the observations they make, and have developed a beginning understanding of writing reflexively and be able to use writing to deepen understanding of practice experiences, as

well as addressing practice issues. They will have an ability to also craft persuasive pieces based on their practice experience and related academic research. An emphasis in the undergraduate program will be on how to write persuasively about a desired practice model and program. This we understand to be a critical need for the field as practitioners are increasingly being asked to justify their practice with supporting evidence from research and evaluation.

Section 2: DESIRED WRITING ABILITIES

With which writing abilities should students in this unit's major(s) graduate?

- X There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

In conversations among faculty, a consensus formed around the desired writing abilities. In these conversations, faculty also sought to address the divide between affiliates (practitioners) and academics (faculty and students) that emerged in the initial survey for the WEC process. Faculty agreed that this divide between faculty/students and affiliates is not so wide and makes sense. The undergraduate program needs to provide students with grounded writing abilities that allow them to further develop as professional writers over the first couple of years in practice. Over the first year a list of desired writing abilities solidified. These abilities were seen to support the development of scholar-practitioners in the youth development field. It is understood that scholar-practitioners have to be skillful at not only analyzing and synthesizing data and theory but also creating data and using data to inform and persuade others. The writing abilities support each of these larger categories of practice.

During the second year (2015-16), a curriculum mapping was completed to understand how course writing assignments supported the development of these desired abilities. Assignments from every class offered in the 2015-2016 academic year were analyzed and coded based on the abilities developed during the first year. Several themes emerged: 1) the current curriculum emphasizes the first two categories of abilities (create data and analyze data); 2) one ability [inform and persuade a variety of lay, scholarly, and professional audiences about one's programs and services in ways that capture the voices of subjects and that (where appropriate) evoke empathy and actions in readers], was expected in almost no class assignments; 3) faculty agreed that the abilities remained accurate and, going forward, assignments should be revised to systematically support the development of all abilities among students in the program. Based on these conversations and curriculum mapping, the abilities remain unchanged.

Faculty and staff continued to agree that Youth Studies graduates should have the writing abilities to:

Create Data: Students have to be able to convert what they see, hear, and experience into data that can be analyzed, not only to document and improve their own practice but also to demonstrate, with evidence, that what they did mattered and how. Writing abilities expected of students include:

- Create detailed, concrete, concise descriptions of situations, experiences, and practice.
- Situate and understand one's lived experience in relationship to someone else, such that one can recognize and appreciate what is shared and what is not.

Analyze Data: Human service practitioners also need skills in analyzing, interpreting, and drawing out insights from data that can be used to inform and shape practice. This includes not only nomothetic forms data but also idiographic forms of data. Skillful practitioner-scholars can synthesize and contextualize data in ways that expand how the data can be read and understood. Analysis also includes bringing in a wide-range of data to critically analyze data and demonstrate its limitations. Writing abilities expected of students include:

- Locate, understand, and apply relevant theories, concepts, and discipline-specific content to expand understanding of young people's everyday lives.
- Gather relevant data from a variety of empirical, narrative, and historical sources.
- Mobilize a variety of types of data for constructive, value-based arguments about the situations and conditions of young people's everyday lives.
- Analyze and synthesize data collected to create better ways of understanding young people's everyday lives and how individuals, communities, and society could respond.
- When interpreting an issue/ situation/ action, notice and analyze personal assumptions and biases and construct alternative interpretations based on different assumptions and biases.

Inform and Persuade: As a program focused on developing scholar-practitioners, Youth Studies also wants students to write in a way that both informs and persuades others to take action. It is not enough to communicate what one knows about an issue, but they must also understand their audience and write in a way that prompts the reader to act on what they know. Writing abilities expected of students include:

- Inform and persuade a variety of lay, scholarly, and professional audiences about one's programs and services in ways that capture the voices of subjects and that (where appropriate) evoke empathy and actions in readers.
- Use appropriate scholarly citation styles when required (Youth Studies recommends APA, but supports Chicago as well). Depending on writing style and audience, paper uses appropriate grammar and spelling.

Section 3: INTEGRATION OF WRITING INTO UNIT'S UNDERGRADUATE CURRICULUM

How is writing instruction currently positioned in this unit's undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

- X There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

When designed, the Youth Studies major had a hierarchical structure. It was assumed that most students would enter the major as freshmen, or early in their sophomore year, and have at least three or four years in the major. This was a faulty assumption. Most students in the major enter at the end of their sophomore or the beginning of the junior year, often by transferring from another CEHD major, from another College within the University, or from another University. While designed with a hierarchical structure in mind, with students taking 1000-level courses and progressing through the 2000 and 3000 before taking 4000-level courses, the experience of offering the major over 9 years indicates that there are multiple pathways through the major. It is less vertical than horizontal, with some students taking 1000-level courses and 3000-level courses at the same time, or simply completing the major in ways not fully anticipated in the original design. Consistent with the original design, most students do complete YOST 1001 very near beginning the major and complete the 4XXX courses, particularly the capstone course, in their last year or semester. Through strong student advising, students are assisted in progressing through the Youth Studies major in the manner originally intended when possible. Our writing instruction and sequencing of the development of desired writing abilities is sensitive to this, and does not assume that students have followed a particular pattern of course completion. While our current conclusion is that a course structure including more pre-requisites is not workable, the faculty will continue to consider this issue as our work with WEC continues.

Section 4: ASSESSMENT OF STUDENT WRITING

What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project's longitudinal rating process.)

- X There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

One of the most helpful aspects of the WEC process has been to begin to clarify among faculty what writing abilities we expect students to develop and how these abilities can be assessed. The initial survey of strength of writing illustrated fairly wide agreement between faculty and students. Students and faculty most widely disagreed when it came to perceived strength in the use of correct grammar, spelling, and mechanics; students rated themselves as “strong” while faculty rated students as “weak.” This may be explained in that in certain courses grammar, spelling, and mechanics are often underemphasized, and presenting critical reflection receives greater emphasis. Through the WEC process, this is something that faculty have chosen to work on clarifying more for students.

Students and faculty responses diverged on two other categories. In these two cases (co-author texts with one or more writers; report complex data or findings), students rated themselves as satisfactory and faculty indicated that they were unable to generalize. This illustrates a major theme in faculty discussions during the WEC planning process. Faculty could often speak clearly about specific students and their writing ability, but were less able to speak in general about student writing abilities. This is a strength we do not want to lose as we work on developing a writing enriched curriculum for our Youth Studies students. In this first year WEC plan we emphasize both how to retain an individual understanding of students and work to create a more cohesive and thoughtful writing enhanced curriculum across Youth Studies.

The survey given to both faculty and students on grading practices indicated that most students did not have concerns about the methods used to respond to and/or evaluate writing, and most faculty were satisfied with the overall quality of student writing in the undergraduate courses they taught. Students and faculty also confirm that most of the time students are provided with grading criteria and this is discussed before the assignment is due. We learned in the WEC process that faculty expectations of students are not always consistent. We have found it particularly useful to define abilities and develop grading criteria. At this time Youth Studies has a beginning list of grading criteria. Over this last year, faculty revisited the grading criteria and expanded some of the criteria on analysis to incorporate the multiple epistemological foundations students can use to support analysis. The following menu of grading criteria has been developed, based on the desired Youth Studies writing abilities:

Youth Studies Criteria	
<i>From Writing Plan</i>	<i>For 2015 rating</i> <i>The text...</i>
Create	
1. Includes detailed and concrete descriptions that convey relevant sights and sounds.	...includes detailed and concrete descriptions that convey relevant sights and sounds
2. Creates personal and practice reflections that concretely describe a situation encountered and what happened, with limited interpretation.	... contains personal and practice-oriented reflections that concretely describe a situation encountered and what happened, with limited interpretation
Analyze	
3. Uses relevant data from a variety of empirical sources.	...uses relevant data from necessary sources in order to support arguments and clarify positions the author takes
	... presents data appropriately within a chosen research paradigm
4. Demonstrates an ability to find and use one or more theories to convince a specific audience about an issue.	... demonstrates an ability to find and use one or more academic theories presented in class or from relevant sources to convince a specific audience about the importance of an issue/program design/practice decision
5. Describes how they made sense of their experiences and recognizes how this same experience could be described and interpreted differently by someone else.	...provides multiple ways student writer's experience can be understood by drawing from necessary and relevant theoretical, scholarly, and community sources
6. Presents more than one interpretation to explain a situation/organization/ theory/ program/ practice using course (and other) material.	...addressed in #4.

7. Demonstrates an ability to synthesize data by summarizing or critiquing two or more individual sources and explicating a relationship between them.	...demonstrates an ability to synthesize data by summarizing or critiquing two or more individual sources and explicating a relationship between them
8. Provides relevant evidence to support arguments.	...addressed in #3-5.
Inform and Persuade	
9. Consistently uses APA or Chicago style of citation appropriately.	...consistently uses APA or Chicago style of citation appropriately
10. Paper has been proofread.	...has been proofread and is free of errors that prevent comprehension
11. Captures the voices of the subjects that (where appropriate) evoke empathy and or/action in readers.	... captures the voices of the subjects that (where appropriate) evoke empathy and or/action in readers
12. Offers context-specific and audience-appropriate calls to action.	...demonstrates an understanding of the target audience by writing in a style that fits the audience, for example: scholarly, journalistic, practice-focused, policy-focused)
	...includes an action and response that is reasonable and realistic given evidence provided

In the summer of 2015, student writing from the Youth Studies Capstone course was evaluated using select criteria drawn from the menu of writing criteria faculty developed during the first year of WEC. Both external and internal evaluators used the following criteria to assess student writing in the Capstone course:

- Includes detailed and concrete descriptions that convey relevant sights and sounds.
- Uses relevant data from necessary empirical sources in order to support arguments and clarify positions the author takes.
- Provides multiple ways student writer's experience can be understood by drawing from necessary and relevant theoretical, scholarly, and community sources.
- Demonstrates an ability to synthesize data by summarizing or critiquing two or more individual sources and explicating a relationship between them.
- Has been proofread and is free of errors that prevent comprehension.

- Captures the voices of the subjects that (where appropriate) evoke empathy and/or action in readers.
- Demonstrates an understanding of the target audience by writing in a style that fits the audience, for example: scholarly, journalistic, practice-focused, policy-focused.
- Includes an action and response that is reasonable and realistic given evidence provided.

The final summary of student final papers ratings was presented at a full faculty WEC meeting. Faculty discussed the rating in depth along with the criteria and the results from the ratings of student papers. This conversation further clarified the kinds of research expected/ not expected of Youth Studies majors. One of the criteria (using relevant data from a variety of sources) has been revised in the rating criteria to better capture this understanding.

Section 5: SUMMARY Of IMPLEMENTATION PLANS, including REQUESTED SUPPORT and RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES

What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

How do the implementation plans of the 2nd edition Writing Plan relate to implementation activities from the 1st edition Writing Plan? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation?

Building on the activities and work planned and completed during the 1st edition Writing Plan, including: 1) departmental-wide sharing and deepening of our understanding of all major writing assignments in all required and elective courses; and 2) an assessment of where and how our desired writing abilities are being emphasized in our courses, the faculty is proposing the following WEC implementation activities for this 2nd edition of the Writing Plan:

1) Focus Groups with Junior and Senior YOST Majors

At the beginning of the fall semester, 2016, we will conduct two focus groups (N=8 in each group) composed of juniors and seniors. These two groups will be re-interviewed at the end of fall semester, 2016, and at the end of spring semester, 2017. In these six meetings, we will ask students to reflect on their perceptions of writing instruction in Youth Studies, the degree to which our desired writing abilities are apparent to them through assignments, the clarity of our grading criteria, and ways in which they believe our writing instruction could be improved. The six focus group meetings will be conducted by the requested WEC Graduate

Assistant, who will work with the WEC co-liaisons and other faculty skilled in the organization, development, and implementation of focus groups as a method of data collection. The WEC co-liaisons will listen to the first two focus group interviews to assess and critique the work of the Graduate Assistant. Interviews will be transcribed and coded, under the supervision of the WEC co-liaisons, by the Graduate Assistant. Findings will be shared with all faculty in small workgroups throughout the year. It is expected that this data from students will enhance faculty understanding of students' perceptions of writing and writing instruction in the major and, in turn, influence the work of the faculty as they revise and coordinate assignments, as described in #2 below.

2) Small Faculty Work Groups

All faculty (T/TT; P&A; Community) will be divided into small consultation groups of four, based on the courses they teach. There will be 4-5 groups with at least one 'in-house' faculty in each group. Each group will meet two times per semester, in a three hour working session, to review, revise, and develop writing assignments in each course to meet our overarching WEC goals of systematically including, teaching, and assessing our YOST desired writing abilities across the curriculum. The Graduate Assistant will organize and staff each meeting, under the supervision of the WEC co-liaison who is the primary supervisor. In addition, our WEC staff (Pamela Flash) will be asked to attend and support each group at least one time. It is intended that the first meeting of each group take place in late July or early August, 2016, so that initial review and revision of writing assignments can be put in place for fall, 2016 courses. Specific meeting goals and tasks will be specified for each group. The expected outcome is revised, strengthened, and coordinated assignments that systematically support the desired writing abilities of the Youth Studies program.

3) Ongoing Faculty Training/Workshops

Once each semester, the full faculty will meet for a two hour training/workshop conducted by our WEC staff person (Pamela Flash). The focus of each workshop will be determined based on the training needs that emerge from the small faculty work groups. These trainings/workshops will be organized and coordinated by the requested Graduate Assistant.

4) Panel of YOST Alums Speaking about Writing in Youthwork Positions

Once each semester, we will continue to invite a panel of three alums to speak to two required YOST classes about the writing abilities necessary for them to successfully carry out their work. This activity is carried over from the 1st Edition of the Writing Plan (2015-16), as it was a tremendous success. It is expected that students will continue to hear and understand the

importance of many types of writing in various fields of Youthwork. Panels will be coordinated by the GA and videoed for future use.

5) Panel of Grant Writers from Youthwork Agencies and Organizations

Once each semester, a panel of grant writers will speak to students in a required YOST class, Adolescent and Youth Development for Youthworkers, that focuses, in part, on grant writing in youth-serving organizations. This very successful activity is also carried over from the 1st Edition Writing Plan in the 2015-16 academic year. Panels will be coordinated by the GA and videoed for future use.

6) The Development of Digital Stories in a Required YOST course

One or two faculty and the requested WEC Graduate Assistant will be trained in the development and implementation of digital story-telling assignments. The College of Education and Human Development is offering a digital story-telling, free workshop to CEHD faculty on June 30, 2016. If possible, this assignment will be implemented in one YOST class in fall semester, 2016, or spring semester, 2017 at the latest. The GA will help facilitate this assignment, which will possibly be carried out in conjunction with community partner youth-serving agencies. Sample assignments and student work resulting from this initiative will be shared with faculty in Spring 2017 or Fall 2018. One additional course that might appropriately utilize this assignment will be considered for the 2017-18 academic year.

Summary of 2nd Edition Writing Plan Activities

Activity	Fall, 2016	Spring, 2017	Fall, 2017	Spring, 2018
Student Focus Groups	2 groups @ 2 interviews each	2 groups @ 1 interview	2 groups @ 2 interviews each	2 groups @ 1 interview
Small Faculty Work Groups	4 groups @ 4-5 faculty; meet 2X			
Faculty Training/Workshops	1 training for all faculty; topic TBD by small workgroups	1 training for all faculty; topic TBD by small workgroups	1 training for all faculty; topic TBD by small workgroups	1 training for all faculty; topic TBD by small workgroups
Panel of YOST alums speaking about writing in the field	1 panel of 3 alums speaking to two combined required classes	1 panel of 3 alums speaking to two combined required classes	1 panel of 3 alums speaking to two combined required classes	1 panel of 3 alums speaking to two combined required classes
Panel of grant writers from youth-serving organizations	1 panel of 3 in Adolescent and Youth Development for Youthworkers class	1 panel of 3 in Adolescent and Youth Development for Youthworkers class	1 panel of 3 in Adolescent and Youth Development for Youthworkers class	1 panel of 3 in Adolescent and Youth Development for Youthworkers class
Digital Story Assignment	Training of faculty and pilot in one class	Assignment in one YOST class	Assignment in 1-2 YOST classes, as appropriate	Assignment in 1-2 YOST classes, as appropriate

Section 6: PROCESS USED TO CREATE THIS WRITING PLAN

How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

The data and thinking informing this plan began during the 2014-15 academic year as the Youth Studies major completed the initial WEC assessment process. From the data collected in the initial surveys of stakeholders, through the four structured meetings held with faculty, our thinking about useful steps for the 1st edition Writing Plan systematically evolved. This current plan again draws

from conversations in four meetings, and incorporates learning and faculty reflection over this past year (2015-16) as the WEC 1st edition Writing Plan was implemented. Without exception (as evidenced by their high degree of attendance and participation), all faculty were very enthusiastic about and supportive of WEC process over the last year, and are looking forward to its continuation. They see it as a good use of their time, and clearly see its benefit to the Youth Studies program. It is expected that all faculty involved in WEC over the past two year, plus a few new community faculty, will continue to be part of the Youth Studies WEC program going forward.

A draft of the 2nd edition Writing Plan was circulated among the faculty so they could comment. The plan was then approved unanimously by an electronic vote. The buy-in and enthusiasm of the faculty is very high

Section 7: CONNECTION TO STUDENT LEARNING OUTCOMES

Briefly describe how the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (<http://www.slo.umn.edu>).

The University of Minnesota's Student Learning Outcomes codify an educational vision and set of values. The University states that at time of graduation, students:

1. Can identify, define and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning

The Youth Studies WEC plan supports all of the learning outcomes by clarifying writing expectations and strengthening course assignments within the major. As a major with the primary goal of developing scholar-practitioners, emphasis is on developing an intermediary ability to identify, define and solve problems through locating and critically evaluating information. As scholar-practitioners, graduates will need to know how to use writing as a way to support their own civic commitments to the field and to support their life-long professional learning and development. As such the plan prioritizes these learning outcomes.

V. WEC Research Assistant (RA) Request Form

This form is required if RA funding is requested. If no RA funding is requested please check the box below.

No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel¹.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name: TBD

RA Contact Information: email: tbd ; phone: tbd

Period of appointment : Fall / 2016 to Spring / 201 [2 semesters]

RA appointment percent time: 25%

Define in detail the tasks that the RA will be completing within the funding period:

- 1) Organize, schedule, coordinate, and staff all small faculty work groups (16/year); provide any requested materials or information necessary to the work of each group.
- 2) Schedule (with liaison), help organize, coordinate, and staff meetings/trainings involving all faculty (2/year);
- 3) Assist with development and recruitment of student focus groups; conduct all groups and code data and prepare report for faculty (6 groups/year);
- 4) Recruit (with assistance from WEC liaison and faculty) guest panelists [Writing in the Youthwork Field; Grant Writing]. Communicate with panelists and coordinate their visits with faculty (4 panels of 3 practitioners / year);
- 5) Attend training on Digital Stories and assist with the development and implementation of this assignment in selected classes;

¹ An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.

6) Maintain complete WEC files in Google drive.

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

The semester in which each activity takes place is spelled out in Section 5. Deadlines necessary to complete these tasks will be determined by the WEC Graduate Assistant, in conjunction with the primary supervisor (Linda Jones), well in advance.

Describe how frequently the RA will check in with the liaison:

The WEC RA will meet with Linda Jones, DUS and WEC co-liaison, twice / month during the academic year.

Describe in detail the RA's check-in process (e.g., via email, phone, in-person, etc.):

The WEC RA will meet face-to-face with one WEC co-liaison (Linda Jones, DUS) at a regularly scheduled time twice per month. At any time, the WEC RA, who will have an office near both liaisons, will have timely access to one or both of the liaisons. Anytime the in-person supervision time is not possible, a telephone meeting will be scheduled.

VI. WEC Writing Plan Requests

Unit Name: Youth Studies / School of Social Work

Financial Requests (requests cannot include faculty salary support) *drop-down choices will appear when cell next to "semester" is selected*

Total Financial Request: \$24,867.40

Semester 1: Fall 2016		Semester 2: Spring 2017		Semester 3: Fall 2017		Semester 4: Spring 2018		Semester 5:		Semester 6:	
Item	Cost	Item	Cost	Item	Cost	Item	Cost	Item	Cost	Item	Cost
25% Ph.D. Graduate Assistant (salary/fringe estimate)	\$8,190.00	25% Ph.D. Graduate Assistant (salary/fringe estimate)	\$8,190.00	Graduate Student Assistance @ \$16.18/hr x 5 hrs/week x 13 wks	\$1,051.70	Graduate Student Assistance @ \$16.18/hr x 5 hrs/week x 13 wks	\$1,051.70				
Lunches @ working meetings; Snacks for student focus groups	\$744.00	Lunches @ working meetings; Snacks for student focus groups	\$744.00	Lunches @ working meetings; Snacks for student focus groups	\$744.00	Lunches @ working meetings; Snacks for student focus groups	\$744.00				
Parking for Community Faculty and Panelists	\$252.00	Parking coupons for Community Faculty and Panelists	\$252.00	Parking coupons for Community Faculty and Panelists	\$252.00	Parking coupons for Community Faculty and Panelists	\$252.00				
Honoraria / 6 Panelists	\$300.00	Honoraria / 6 Panelists	\$300.00	Honoraria / 6 Panelists	\$300.00	Honoraria / 6 Panelists	\$300.00				
		U of MN Bookstore Gift Card for Community Faculty	\$600.00			U of MN Bookstore Gift Card for Community Faculty	\$600.00				
Semester 1 Total:	\$9,486.00	Semester 2 Total:	\$10,086.00	Semester 3 Total:	\$2,347.70	Semester 4 Total:	\$2,947.70	Semester 5 Total:	\$0.00	Semester 6 Total:	\$0.00

Rationale for costs and their schedule of distribution

25% RA in Semesters 1 & 2 [see RA request]; Hourly RA in Semesters 3 & 4 for activity staffing and coordination only; Lunch [4 small groups with 4 members x 2 meetings/semester = 32 lunches @ \$12 = \$384; 1 full faculty training per semester x 20 @ \$12 = \$240; Snacks or pizza for students participating in focus groups [6 groups @ \$40= \$240/year]; Parking for Community Faculty and Panelists [42coupons/semester @ \$6 = \$252; Honoraria for Alum Panel (3) and Grant Writing Panel (3) / semester = 6 x \$50 = \$300; Gift card for Community Faculty who attend 5 of 6 WEC meetings during the academic year. WEC work is over and above typical Community Faculty responsibilities. 12 Community Faculty x \$50 / year.

Service Requests *drop-down choices will appear when a cell in the "service" column is selected*

Semester 1: Fall 2016		Semester 2: Spring 2017		Semester 3: Fall 2017		Semester 4: Spring 2018		Semester 5:		Semester 6:	
Service	Qty	Service	Qty	Service	Qty	Service	Qty	Service	Qty	Service	Qty
Consultation	5	Consultation	5	Consultation	4	Consultation	4				
Workshop	1	Workshop	1	Workshop	1	Workshop	1				

Description and rationale for services

Request is for one WEC Staff consultation with each of the 4 small faculty working groups each semester. These small groups will be reviewing, critiquing, and revising course assignments to systematically incorporate YOST desired writing abilities. In addition, in 2016-17, one consultation each semester related to development of focus groups. One WEC staff workshop for the entire faculty each semester. The focus of this workshop will evolve from the needs of the small working groups.

UNIVERSITY OF MINNESOTA
Office of Undergraduate Education

May 13, 2016

To: Linda Jones, Social Work
Ross Velure Roholt, Social Work
From: Robert McMaster, Office of Undergraduate Education
Subject: Decision regarding WEC plan and funding proposal

The Department of Youth Studies recently requested the following funding to support its Writing Enriched Curriculum:

Fall 2016	25% PhD Grad Assistant (salary/fringe estimate)	\$ 8,190.00
Fall 2016	Lunches at working meetings; focus group snacks	\$ 744.00
Fall 2016	Parking- community faculty and panelists	\$ 252.00
Fall 2016	Honoraria for 6 panelists	\$ 300.00
Spring 2017	25% PhD Grad Assistant (salary/fringe estimate)	\$ 8,190.00
Spring 2017	Lunches at working meetings; focus group snacks	\$ 744.00
Spring 2017	Parking- community faculty and panelists	\$ 252.00
Spring 2017	Honoraria for 6 panelists	\$ 300.00
Spring 2017	UMN Bookstore gift cards for community faculty	\$ 600.00
Fall 2017	Grad student assistance, \$16/hr x 5hr/wk x 13 wks	\$ 1,051.70
Fall 2017	Lunches at working meetings; focus group snacks	\$ 744.00
Fall 2017	Parking- community faculty and panelists	\$ 252.00
Fall 2017	Honoraria for 6 panelists	\$ 300.00
Spring 2018	Grad student assistance, \$16/hr x 5hr/wk x 13 wks	\$ 1,051.70
Spring 2018	Lunches at working meetings; focus group snacks	\$ 744.00
Spring 2018	Parking- community faculty and panelists	\$ 252.00
Spring 2018	Honoraria for 6 panelists	\$ 300.00
Spring 2018	UMN Bookstore gift cards for community faculty	\$ 600.00
TOTAL		\$ 24,867.40

All items above have been approved by the Office of Undergraduate Education, for a total of \$24,867.40.

Please provide Pat Ferrian (ferri004@umn.edu) with the EFS account string in your department that will receive these funds. Pat will transfer \$19,572 at the start of FY17, and \$5,295.40 at the start of FY18.

CC: Suzanne Bardouche, Molly Bendzick, Julie Cutting, Dan Emery, Pat Ferrian, Pamela Flash, Sarah Hobbie, Na'im Madyun, Rachel Rodrigue, Leslie Schiff