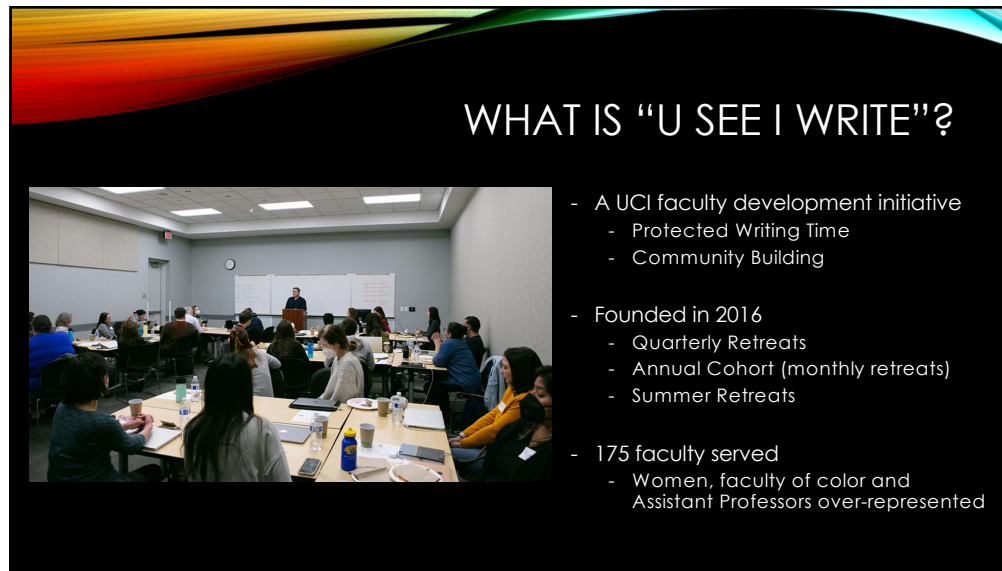


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AFD FUNDING

- 2020/2021: "Interventions To Support Leadership, Scholarship and Service Equity for Underrepresented Faculty"
 - To create an Annual *U See I Write* Faculty Writing Cohort
 - To create a Summer Writing Retreat

- 2022/2023: "Writing Communities to Support Under-Represented Faculty: (Re-) Engagement, Thriving and Belonging at the University of California"
 - To continue, further build, and institutionalize *U See I Write* at the University of California, Irvine
 - To scale *U See I Write* to UC campuses in Southern California

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GOALS

- To support scholarship by creating protected writing time and teaching strategies to use available writing time effectively

- To build community among URM and between URM and non-URM faculty

- To improve the sense of belonging and engagement of the university over time and measure this change over time

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RESEARCH STUDY - PARTICIPANTS

- 34 faculty enrolled in the first annual cohort of U See I Write
 - 79.4% female (UCI campus: 36.5% female)
 - 41.2% White (UCI campus: 63.6%)
 - 55.9% Assistant Professors/Assistant Professors of Teaching
 - 12 out of 15 Schools on campus represented



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RESEARCH STUDY - METHOD

- Writing Engagement
 - Writing Process (e.g., I find writing enjoyable)
 - Writing Productivity (e.g., I am confident in my writing skills)
 - Writing Community (e.g., I value writing alongside others)
- Utrecht Work Engagement Scale (Schaufeli et al., 2006)
 - Vigor (e.g., At my work I feel bursting with energy)
 - Dedication (e.g., My job inspires me)
 - Absorption (e.g., I am immersed in my work)
- U See I Write Participation
 - Number of monthly retreats attended
 - Number of weekly writing groups attended
 - Number of hours per week devoted to scholarly writing

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RESEARCH STUDY - RESULTS

Variable	Baseline	Endpoint	t	df	p
	M (SD)	M (SD)			
WRITING ENGAGEMENT	2.81 (0.60)	3.32 (0.57)	2.76	17	.013*
Writing Process	2.84 (0.81)	3.18 (0.67)	2.57	19	.019*
Writing Productivity	2.56 (0.94)	3.08 (0.85)	2.05	19	.055†
Writing Community	3.43 (0.91)	4.03 (0.72)	3.15	19	.005**
WORK ENGAGEMENT	4.07 (0.84)	4.31 (0.81)	2.09	19	.051†
Vigor	3.70 (0.86)	3.62 (1.02)	-0.51	19	.617
Dedication	4.30 (0.92)	4.60 (0.88)	1.92	19	.070†
Absorption	4.23 (1.03)	4.72 (0.93)	3.37	19	.003**

Note. **<.01, *<.05, †<.10

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RESEARCH STUDY - RESULTS

Hours spent writing predicted increases in Work Engagement (overall scale)

Work Engagement					
	Predictor	b	β	p	
Step 1	Baseline Work Engagement	-0.23	-.37	.10	R ² = .14
					F (1, 18) = 2.93, p = .10
Step 2	Baseline Work Engagement	-0.22	-.36	.09	Δ R ² = .20
	Hours spent writing	0.11	.45	.04	Δ F (1, 17) = 5.20, p = .04

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RESEARCH STUDY - RESULTS

Hours spent writing predicted increases in Absorption (a Work Engagement subscale)

Absorption					
	Predictor	b	β	p	
Step 1	Baseline Absorption subscale	-0.30	-.47	.04	R ² = .22 F (1, 18) = 5.03, p = .04
	Baseline Absorption subscale	-0.29	-.45	.03	Δ R ² = .18
Step 2	Hours spent writing	0.14	.43	.04	Δ F (1, 17) = 5.25, p = .04

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RESEARCH STUDY - RESULTS

Hours spent writing predicted increases Perceptions of Writing Productivity (a Writing Engagement subscale)

Writing Productivity					
	Predictor	b	β	p	
Step 1	Baseline Writing Productivity	-0.79	-.67	.001	R ² = .45 F (1, 18) = 14.53, p = .001
	Baseline Writing Productivity	-0.83	-.70	< .001	Δ R ² = .15
Step 2	Hours spent writing	0.21	.39	.02	Δ F (1, 17) = 6.21, p = .02

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RESEARCH STUDY - DISCUSSION

- *U See I Write* is disproportionately attended by women and faculty of color
 - Serves these groups' need to belong to spaces for formal communal writing
 - Contributes to diversifying academia
- *U See I Write* measurably improved self-reported writing engagement
 - Serves professional advancement
- *U See I Write* measurably improved self-reported work engagement
 - It was carefully designed to build belonging, focusing on positive reinforcement
- Some of the improvements were predicted by hours spent writing
 - Organizing spaces for writing communities is a useful faculty development tool.

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FUTURE DIRECTIONS

- It may be important to *also* measure changes other than work and writing engagement
 - Increases in participants' scholarly productivity
 - Increases in a sense of community and belonging
 - Improvements in climate
- It may be important to measure lasting change
 - On an individual level
 - On an institutional level



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THANK YOU



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