

**The University of California, Merced is pleased to host the 8<sup>th</sup> annual UC Writing Program Conference on November 2-3, 2018. Open to all!!!!**

The theme of this year's conference is "**equity, diversity, and inclusion (EDI)**." Sarah Ahmed calls these "sweaty concepts" because they require sustained engagement that is at once political, personal, and institutional. For Ahmed, the reason we need to concern ourselves with these issues is because EDI is still not the norm; we need to call out EDI issues because not doing so creates an illusion that we are post-racism, post-feminism, post-ableism—post difference.

**We are seeking workshop, panel, roundtable, and poster proposals that address EDI from multiple perspectives.** We envision our two days together as a time for us to engage critically with the demands, challenges, and opportunities that surround our collective work towards social justice. The following questions are examples of the kinds of topics we hope participants will engage in, but we welcome proposals that deal with any aspect of EDI in writing programs.

Possible topics include:

Intersectionality  
Campus climate  
Advocacy  
Inclusive pedagogy  
Social justice  
Art and performance  
HSIs, HBCUs, AAPISIs or TCUs  
Faculty/program/administrative climate

Some questions might include:

- How do you define "equity, diversity and inclusion" on your campus and/or in your writing program? How do you operationalize that definition?
- What are the challenges and opportunities of understanding EDI from an intersectional perspective?
- Who is your student population and how does understanding that population and their unique needs influence your writing program's pedagogy and/or curriculum? How do you promote diverse perspectives in/through course and program learning outcomes?
- What have you tried in your classroom and/or writing program to create an inclusive environment? Were your efforts successful? Why or why not? What did you learn?
- Have you intentionally employed anti-racist, feminist, queer, anti-ableist, or other pedagogies? What did those look like in the classroom? What were your results?
- How can we assess EDI initiatives both in the classroom and in the writing program? Should assessment even be a goal of EDI work?
- What are some of the elephants in the room we need to start addressing if we are serious about EDI?

Our keynote speaker is Juan Guerra, a Professor of English and Chair of the Department of American Ethnic Studies at the University of Washington. His most recent book, *Language, Culture, Identity and Citizenship in College Classrooms and Communities* (Routledge/NCTE, 2016), considers the writing classroom in relation to students' various communities of belonging. His work has appeared in *The Norton Book of Composition Studies*, *The Journal of Advanced Composition*, and *College English*, and he is the co-editor of "Translingual Work in Composition" (January 2016), a special issue of *College English*. His scholarship more broadly addresses translingualism, transcultural repositioning, and ethnographic methods.

**Proposals should be submitted to [ucwritingconference2018@gmail.com](mailto:ucwritingconference2018@gmail.com) no later than September 1, 2018. Earlier submissions are appreciated.**

**Priority registration is September 1, 2018. Please register at [writingprogram.ucmerced.edu](http://writingprogram.ucmerced.edu)**

Information about accommodations and travel, as well as a detailed conference program are forthcoming.

*If you have any questions, please contact local site coordinator, Heather Devrick: [ucwritingconference2018@gmail.com](mailto:ucwritingconference2018@gmail.com)*