

This is a non-interactive version of the online survey sent to professional affiliates identified by units that participate in the University of Minnesota's Writing-Enriched Curriculum Pilot Project (WEC).. Resulting data is cleaned of identifiers and provided to unit faculty, instructors, and TAs during Phase #1 of the WEC process. Re-surveying takes place in Phase #3 of the WEC process.

1. Please provide your job title and a brief (one sentence or phrase) description of your position).

2. Please identify the academic unit or major at the University of Minnesota with which you are affiliated (select one).

3. How important is writing to the successful fulfillment of your work responsibilities?

- Extremely important
- Very important
- Somewhat important
- Not important
- Not at all important
- Unsure

Comment

4. Approximately how much of your job involves writing?

- 0%
- 10-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

Comment



5. What kinds of writing do you do in your job? (select all that apply)

- Correspondence
- Proposals
- Presentations
- Reports
- Sketches, graphics, technical drawings
- Budgets
- Records
- Other: (please specify)

6. In the previous question you indicated that you do the following types of writing. Of these writing styles, which three (listed below) do you consider most important?

7. In your opinion, which of the following characteristics are particularly descriptive of writing in your field of work? (select all that apply)

- Expressive:** emphasizing personal feelings and impressions
- Critical:** interpretive and evaluative of others' works and ideas
- Descriptive:** conveying processes, objects, data, environments, etc.
- Analytical:** emphasizing the logical examination of subject(s)
- Argumentative:** positioned to persuade readers
- Exploratory:** ideas that are developed and associated in a stream-of-consciousness pattern
- Scientific/Technical:** emphasizing accurate, complex, and relatively objective information, data, formulas, etc.
- Thesis-driven:** focused on evidencing one or more key argument(s)
- Visual:** emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- Explanatory:** translating complex content into comprehensible definitions and/or instructions
- Innovative:** approaching subject in fresh and possibly imaginative ways
- Collaboratively** authored
- Unsure
- Other: (please specify)

8. In the previous question you indicated the following characteristics as particularly descriptive of writing in your field. In your opinion, which **three** characteristics (listed below) are **most important** in describing writing in your field of work?

9. Which of these writing abilities would you expect new employees from college to have when they join your organization? (select all that apply)

- Appropriately using the field's terminology and formats
- Persuasively arguing a position using a central thesis or hypothesis and evidence
- Creating precise descriptions of processes, objects, findings, environments, etc.
- Creating concise summaries of ideas, texts, or events
- Analyzing and/or evaluating ideas, texts, or events
- Co-authoring texts with one or more writer(s)
- Reporting complex data or findings
- Using writing to develop and deepen thinking
- Explaining processes or data to non-academic audiences
- Expressing feelings or impressions
- Smoothly integrating and correctly citing information from well-chosen sources
- Using correct grammar, spelling, and mechanics (punctuation, etc.)
- Crafting literary works, such as fiction, memoir, essay, poetry
- Creating and incorporating visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)
- Unsure
- Other: (please specify)

10. In the previous question you indicated the following writing abilities as particularly descriptive of abilities new employees from college would arrive with: Of these writing abilities, which **three (listed below) would you find **most important**?**

11. In your professional writing, how frequently do you do the following:

	Always	Often	Sometimes	Rarely	Never	Don't know	
Using the field's terminology and formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arguing a position using a central thesis or hypothesis and evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Describing processes, objects, findings, environments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summarizing ideas, texts, or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analyzing and/or evaluating ideas, texts, or events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Co-authoring texts (with one or more other writer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reporting complex data or findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using writing to develop and deepen thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Explaining processes or data to non-academic audiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expressing feelings or impressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Integrating and citing information from sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using correct grammar, spelling, and mechanics (punctuation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Crafting literary works, such as fiction, memoir, essay, poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creating and incorporating visuals or presentation formats (drawings, tables, photos, posters, PowerPoint)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please specify your other response

12. What technologies do you use frequently? (select all that apply)

- Word processing programs
- Email
- Pencil and paper
- Presentation software (PowerPoint or other)
- PDA (Personal Digital Assistant)
- Text messaging/cell phones
- Illustration Software (Quark, Photoshop)
- CAD (2-D and 3-D illustrator software)
- Blogs
- Wikis
- Instant Messenger (IM)
- PDF software (Adobe)
- Group meeting software (Breeze, Net Meeting, or other)
- Web development software (Dreamweaver, Front Page, or other)
- Publishing software (Publisher or other)
- Other: (please specify)

13. During the past year, how frequently did you do the following:

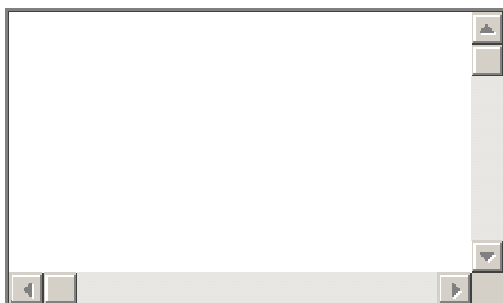
	Always	Often	Sometimes	Rarely	Never	Don't know
Brainstorm (listing or mapping ideas, writing informally) before you started drafting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk ideas over with colleagues while you were developing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive feedback (written or oral) on a project proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive feedback (written or oral) on a full draft before the project was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide colleagues with feedback (written or oral) before a written project was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in online discussions or collaborative writing (discussion boards, blogs or wikis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide on-the-job instruction on writing issues specific to the assignment or to writing in your field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What resources do you use to help you with on-the-job writing?

15. To what degree are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their undergraduate or graduate degrees?

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied
- Extremely dissatisfied
- Don't know
- Not applicable

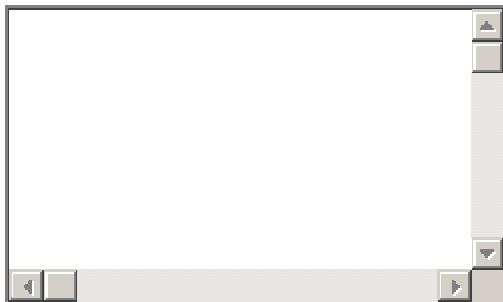
Comment



16. To what degree are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their undergraduate or graduate degrees at the University of Minnesota?

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied
- Extremely dissatisfied
- Don't know
- Not applicable

Comment



17. What other comments would you like to make about the role or importance of writing in your professional field?

18. Would you be willing to participate in a 30-minute interview about the ways you integrate writing in your profession?

Yes

No