



FACULTY / INSTRUCTOR SURVEY

This is a non-interactive version of the online survey sent to all faculty members, instructors, and Teaching Assistants identified by units that participate in the University of Minnesota's Writing-Enriched Curriculum Pilot Project (WEC). Resulting data is cleaned of identifiers and turned back 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. What is your instructor title? (select one)

- Assistant Professor
- Associate Professor
- Professor
- Affiliate/Visiting Professor
- Contract or Adjunct Professor/Teaching Specialist/Lecturer
- Graduate Instructor (graduate student as instructor of record)
- Teaching Assistant
- Other (please specify)

2. Please identify the academic unit or major at the University of Minnesota where you do the majority of your undergraduate teaching. (select one)

FROM THIS POINT ON, please confine answers to your experiences teaching courses taken by undergraduate students within the above designated major or academic unit.

3. How important is writing to the scholarly and professional work done in this major's discipline?

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

Comment

**4. Last semester, how many pages of finished student writing did you assign in your undergraduate course(s)?
(If you taught more than one course in a level, combine for a total)**

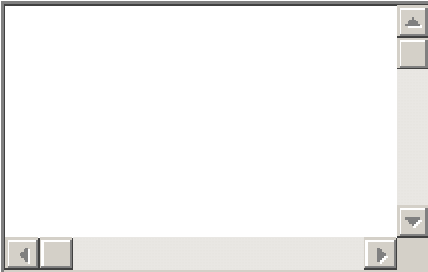
	NA	0 pages	1-5 pages	6-10 pages	11-20 pages	21-50 pages	51-100 pages
1000-level course(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2000-level course(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3000-level course(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4000-level course(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5000-level course(s):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comment

5. In this academic unit or major, students are assigned at least 10 pages of finished writing in most courses, whether "Writing Intensive" or not.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Unsure

Comment



6. In your opinion, which of the following characteristics are particularly descriptive of writing in this major's discipline? (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)

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

8. Which writing abilities do you hope your assignments strengthen in students in this major? (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)

9. In the previous question you indicated the following abilities as ones you hoped to strengthen in your students. In your opinion, which **three abilities (listed below) do you feel it is **most critical** to strengthen in your students?**

10. Which of the following writing assignments have you incorporated in any of the academic major courses that you teach **within the past year? (select all that apply)**

- Logs, notebooks, or journals (paper or online)
- Essays (personal, critical, analytic, argumentative)
- Literature reviews or annotated bibliographies
- Summaries or abstracts
- Reports (lab, feasibility, progress, patient, etc., written by single authors or groups)
- Research papers
- Professional communication (memos, correspondence, resumes, grant or conference proposals)
- Literary work (poetry, fiction, drama, etc.)
- Brief, informal responses (written in or out of class)
- Presentations (oral, PowerPoint, poster session, etc.)
- Problem sets and equations
- Drawings, illustrations, technical specifications, etc.
- Web pages and wikis
- Other (please specify)

11. Briefly describe one writing assignment that has been particularly useful in your teaching and explain why it has been useful.

12. Rate the strength of writing students do (for courses that count toward the major) in terms of the following:

	Strong	Satisfactory	Weak	Don't know	NA
Using the field's terminology and formats	<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"/>
Describing processes, objects, findings, environments, etc.	<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"/>
Analyzing and/or evaluating ideas, texts, or events	<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"/>
Reporting complex data or findings	<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"/>
Expressing feelings or impressions	<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"/>
Using correct grammar, spelling, and mechanics (punctuation, etc.)	<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"/>
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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify your other response

13. To which of the following resources do you refer undergraduate students? (select all that apply)

- Face-to-face tutoring services through the Center for Writing's Student Writing Support (SWS)
- Online tutoring services through the Center for Writing's Student Writing Support online (SWS.online)
- Other face-to-face or online tutoring services
- Support from Graduate Teaching Assistants
- Web resources about writing
- Librarian help and support
- Office hours to discuss writing assignments
- Print materials such as handbooks or style guides
- Other: (please specify)

14. During the past academic year, how frequently did you do the following in courses you teach within this academic unit or major?

	Always	Often	Sometimes	Rarely	Never	Don't know
Provide in-class opportunities for students to brainstorm (list or map ideas, write informally) before they started drafting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk with students as they developed ideas and/or provided opportunities for students to talk with classmates as they develop ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide feedback on project proposals that were turned in before students wrote a formal draft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide feedback on one or more drafts before writing was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask students to provide one another with feedback before finished writing was due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask students to 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 in-class instruction on writing issues specific to the assignment or to writing in the discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. During the past academic year, how frequently have you graded undergraduate student writing using the following methods?

	Always	Often	Sometimes	Rarely	Never	Don't know
Assigned letter or number grades without comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned letter or number grades with comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned grade (and made comments) using a list of criteria or grading rubric.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned grades to a portfolio of student selected work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporated students' self-assessment or reflection into grading formula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided and discussed grading criteria before assignment is due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided TAs with criteria with which to grade student writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Held "norming sessions" with TAs as they prepared to grade student writing	<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

16. To what degree are you satisfied with the overall quality of student writing in the undergraduate courses you teach in this academic unit or major? (select one)

- Extremely satisfied
- Satisfied
- Neutral
- Dissatisfied
- Extremely dissatisfied

Comment

17. Which of the following topics (related to writing instruction) would you like to explore further? (select all that apply)

- Incorporating in-class writing instruction into class activity
- Designing effective, course-relevant writing assignments
- Providing useful feedback on drafts
- Organizing effective peer review activities
- Working with Non-Native English speakers
- Grading writing in ways that are efficient and fair.
- Using portfolio evaluation approaches
- Addressing surface issues (grammar, usage, and mechanics)
- Teaching with writing in online environments
- Supervising teaching assistants
- Avoiding and detecting plagiarism
- Other (please specify)

18. What other comments would you like to make about the role or importance of writing in this major or discipline?

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

- Yes
- No