Writing Enriched Curriculum Program
2019 Affiliates Survey

Thank you for completing this survey. The information you provide will be used by departmental faculty members at the University of Minnesota as they endeavor to ensure that students graduating from major programs are able to demonstrate relevant writing abilities.

Completing this online survey will take approximately 10 minutes. The Office of Measurement Services (OMS) will remove any identifying information from all response data. If you experience any technical difficulties when taking this survey you may contact OMS at 612-626-9554 or dobra021@umn.edu.

Important Survey Directions:

- Use the Back and Next buttons (not browser buttons) to navigate the survey.
- A progress bar appears at the top of each page to indicate your progress in completing this survey.
- Qualtrics will automatically save your survey progress. If you do not complete the survey in one sitting, you may close the web page and return to complete it by the survey close date.
- If you wish to provide customized responses, click “Other” and add your text.
- You must click Submit on the last page to submit your completed survey.

If you experience any technical difficulties when taking this survey you may contact OMS at 612-626-9554.
Q1 - Please provide your job title and a very brief description of your position (one phrase or sentence).

Q2 - Please identify the academic unit or major at the University of Minnesota with which you are affiliated. Select one.

- Information Technology Infrastructure
- Speech-Language-Hearing Sciences

**IMPORTANT NOTE:** For the purposes of this survey, writing is broadly defined as communication in which visual marks convey meaning (including words, sentences, tables, figures, images, etc.).

Q3 - How important is writing (as defined above) to your work?

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

Q4 – Comments:

Q5 - What kinds of writing do you do in your job? Select all that apply. We realize that the forms writing takes in various fields may not fit into traditional categories. Survey takers are encouraged to select "Other" and describe what they write.

- Correspondence (letters, memos, email, texts, etc.)
- Articles in special interest journals or popular press
- Proposals
- Presentations
- Publicity, marketing, advertising
- Reports, white papers, briefs
- Instructions, manual, reference pieces
- Evaluations/reviews of publications, personnel proposals
- Sketches, graphics, technical drawings
- Records, logs
- Other: (please specify)

Q6 - Approximately how much of your job involves writing?
Q7 – Comments:

Q8 - In your opinion, which of the following characteristics are particularly descriptive of writing in this field? Select all that apply.

- Expressive: emphasizing personal feelings and impressions
- Interpretive and/or evaluative of others’ works and ideas
- Descriptive: conveying processes, objects, data, environments, etc.
- Analytical: emphasizing the logical examination of subject(s)
- Persuasive: presenting and evidencing positions or claims
- Exploratory: investigating and developing ideas using discovery-based writing
- Visual: emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
- Explanatory and/or instructive: translating complex content into audience-appropriate definitions and/or instructions
- Innovative: approaching subject in fresh and inventive ways
- Collaboratively-authored
- Unsure
- Other (please specify)

Q9 - In the previous question, you indicated the following characteristics as particularly descriptive of writing in this field. Which three characteristics are the most important?

- Expressive: emphasizing personal feelings and impressions
- Interpretive and/or evaluative of others’ works and ideas
- Descriptive: conveying processes, objects, data, environments, etc.
- Analytical: emphasizing the logical examination of subject(s)
- Persuasive: presenting and evidencing positions or claims
- Exploratory: investigating and developing ideas using discovery-based writing
- Visual: emphasizing visual components such as graphic presentation, sketches, drawings, videos, etc.
Q10 - In your opinion, which writing abilities should undergraduate students in this major be able to demonstrate by the time they graduate? Select all that apply.

- Use field-specific terminology, organizational formats, and/or conventions
- Argue a position using a central thesis or hypothesis and evidence
- Represent data using figures, drawings, charts, and/or tables
- Describe processes, objects, findings, environments, etc.
- Express feelings or impressions
- Summarize ideas, texts, or events
- Synthesize disparate ideas, and/or perspectives
- Create multimodal presentations (slides, posters, sites)
- Analyze, interrogate, and/or evaluate ideas, texts, or events
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Propose innovative ideas or perspectives
- Integrate and correctly cite information from well-chosen sources
- Report and explain complex data or findings
- Use writing to develop and deepen thinking
- Solve complex problems
- Reflect upon experience and/or assumptions
- Co-author texts with one or more writer(s)
- Other: (please specify)

Q11 - Of the writing abilities identified in the previous question, which three are the most important?

- Use field-specific terminology, organizational formats, and/or conventions
- Argue a position using a central thesis or hypothesis and evidence
- Represent data using figures, drawings, charts, and/or tables
- Describe processes, objects, findings, environments, etc.
- Express feelings or impressions
- Summarize ideas, texts, or events
- Synthesize disparate ideas, and/or perspectives
- Create multimodal presentations (slides, posters, sites)
- Analyze, interrogate, and/or evaluate ideas, texts, or events
- Use correct grammar, spelling, and mechanics (punctuation, etc.)
- Propose innovative ideas or perspectives
- Integrate and correctly cite information from well-chosen sources
- Report and explain complex data or findings
- Use writing to develop and deepen thinking
- Solve complex problems
- Reflect upon experience and/or assumptions
- Co-author texts with one or more writer(s)
- Other: (please specify)

Q12 - In your professional writing, how important are the following?

Use field-specific terminology, organizational formats, and/or conventions
Argue a position using a central thesis or hypothesis and evidence
Represent data using figures, drawings, charts, and/or tables
Describe processes, objects, findings, environments, etc.
Express feelings or impressions
Summarize ideas, texts, or events
Synthesize disparate ideas, and/or perspectives
Create multimodal presentations (slides, posters, sites)
Analyze, interrogate, and/or evaluate ideas, texts, or events
Use correct grammar, spelling, and mechanics (punctuation, etc.)
Propose innovative ideas or perspectives
Integrate and correctly cite information from well-chosen sources
Report and explain complex data or findings
Use writing to develop and deepen thinking
Solve complex problems
Reflect upon experience and/or assumptions
Co-author texts with one or more writer(s)
Q13 - During the past year, how frequently did you do the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>Brainstorm (listing or mapping ideas, writing informally) before you started drafting</td>
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<td>Talk ideas over with colleagues while you were developing them</td>
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<td>Receive feedback (written or oral) on a project proposal</td>
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<td>Receive feedback (written or oral) on a full draft before the project was due</td>
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<tr>
<td>Provide colleagues with feedback (written or oral) before a written project was due</td>
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<td>Participate in online discussions or collaborative writing (discussion boards, blogs or wikis)</td>
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<td>Receive on-the-job instruction on writing issues specific to the assignment or to writing in your field</td>
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</tbody>
</table>

Q14 - To what degree are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their degrees?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Unable to generalize
- Not applicable

Q15 - Comments:

Q16 - To what extent are you satisfied with the overall quality of writing done by those employees in your organization who have recently completed their degrees at the University of Minnesota?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied
- Unable to generalize
- Not applicable

Q17 - What other comments would you like to make about the role or importance of writing in your professional field?
Q18 - Would you be willing to discuss writing in your field with students and faculty? If so, please provide your name and preferred contact information.