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Writing Across the Curriculum Spring 2021 Faculty Survey

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Writing Across the Curriculum
Spring 2021 Faculty Survey



Prepared For
Writing Across the Curriculum Committee

Prepared By
The Docking Institute of Public Affairs
Fort Hays State University

Survey Questions Developed by
Cheryl Duffy, Claire Nickerson, and Carol Patrick
(with input from Cristyn Elder, University of New Mexico)

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Our Mission:

To Facilitate Effective Public Policy Decision-Making.

The staff of the Docking Institute of Public Affairs and its University Center for Survey Research are dedicated to serving the people of Kansas and surrounding states.

Writing Across the Curriculum Spring 2021 Faculty Survey

Prepared By:

Michael S. Walker
Docking Institute of Public Affairs

Prepared For:

Writing Across the Curriculum Committee

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Introduction and Methods

In April 2021 the Docking Institute of Public Affairs conducted an online survey of FHSU faculty members for FHSU's Writing Across the Curriculum Committee. The survey addressed attitudes, perceptions, and practices about writing assignments in undergraduate courses. The survey included 85 items, many of which were grouped into matrix tables. A short three-item form followed for those survey respondents willing to participate in a follow-up interview conducted by Dr. Cheryl Duffy. Please see Appendix C for the survey and the follow-up form.

Lists of faculty members teaching during the spring semester 2021 were provided by the FHSU Human Resource Office. Emails describing the purpose of the survey and containing a link to the online survey were sent to 625 faculty members on April 5th. Reminders to non-responding faculty members were sent on April 12th and April 20th. Email requests/reminders were sent to a group of eight faculty members with joint appointments (i.e., attached to a non-academic department and an academic department) on April 14th and April 20th.¹ Email requests were sent to 633 FHSU faculty members in total. Please see Appendix B for a copy of the initial email request.

The Institute used Qualtrics online survey software to collect and manage survey responses. Data collection began April 5 and ended April 25, 2021. Two emails were returned as undeliverable. Attempts to replace those email addresses with alternative/working email addresses were unsuccessful. A total of 170 faculty members began the survey. Seven respondents opted not to complete the survey, and 23 were screened out because they do not teach undergraduate courses. The remaining 140 respondents represent a cooperation rate of 23.02%.² Twelve respondents complete the follow-up interview form.

This report provides univariate analysis of each survey question. Contact information from the 12 respondents interested in participating in the follow-up interview were provided separately to Dr. Duffy on May 3, 2021.

¹ Joint appointment faculty members with their non-academic appointment listed as their primary position in Workday were not included in the initial list of faculty members.

² $(170-7-23) / (633-2-23) = .2302 \times 100 = 23.02\%$.

Executive Summary

- Data collection for the Writing Across the Curriculum survey of FHSU faculty members ran from April 5 to April 25, 2021. The cooperation rate for the survey was 23.02%.
- Of the 170 initial respondents, 140 teach undergraduate courses.
- About two-fifths (42.1%) of the respondents teach in the College of Arts, Humanities, and Social Sciences. About a fifth (22.1%) teach in the Werth College of Science, Technology, and Mathematics.
- Of the 59 respondents teaching in the College of Arts, Humanities, and Social Sciences, 12 (or 20.33%) teach English composition courses.
- More than half (53.6%) of the respondents hold tenure-track positions.
- A vast majority (87.8%) of respondents feel that the responsibility to teach writing is shared among teachers of English Composition I and II, the general education program, and each students' major department.
- Most respondents (77.7%) report that their perspective regarding teaching responsibility has not changed throughout their professional lives. Of those reporting that their perspective has changed, most (27 out of 31) feel more strongly that the responsibility is a shared one.
- When asked about the importance of three writing-related outcomes of the new FHSU CORE program, 83% feel that producing a discipline-specific document is "very important." More than 70% feel that responding to a difficult question and writing a persuasive essay are "very important."
- Slightly more than half (51.8%) report being "somewhat familiar" with the new writing-related CORE outcomes. An additional 20% report being "very familiar" with the outcomes.
- More than half (54%) report that their department has discussed the new writing-related CORE outcomes.
- Regarding the scaffolding of instruction to help students build their writing skills, 27.7% report that "several required and elective courses in their department" are scaffolded, while 23.4% "do not know" if scaffolding takes place.
- Regarding the use of lower-stakes writing activities and higher-stakes writing activities in their courses, almost 90% of respondents responded "yes" to either question.
- Of those using higher-stakes writing activities, a third or more include language in their syllabi about proofreading final drafts (47.1%), visiting the writing center (39.7%), seeking feedback from the professor (35.5%), and brainstorming (33.1%).
- Of those using lower- and/or higher-stakes writing activities, 92.5% provide written instructions for all writing assignments regarding what they want students to do, while

81.3% explain in writing for all writing assignments their criteria for grading. Only 13.4% require rough drafts for all writing assignments.

- Of those using lower- and/or higher-stakes writing activities, 56.7% “frequently” ask students to consider the professor their audience for writing assignments. Less than a third (30.1%) “sometimes” ask students to consider the professor their audience. About 41% “frequently” and 37% “sometimes” ask students to write to a generalized audience.
- Of those using lower- and/or higher-stakes writing activities, 81.2% use online discussions boards, 77.4% require research papers, and 72.7% require self-evaluations/reflection papers. The same percentage (72.7%) use short-answer exams.
- “Professional research or data analysis reports,” “grant proposal or research proposal writing,” and “professional letters or resumes” were the most often provided responses to a question asking for any other genres or forms of writing used in courses.
- Of those using lower- and/or higher-stakes writing activities, nearly all respondents emphasize “not plagiarizing another author’s work” when requiring the use of outside sources (81.1% report “very much” and 16.7% report “some” emphasis). Most respondents also report emphasizing “using scholarly sources,” “evaluating the quality of sources,” “citing sources properly,” and “using Forsyth Library resources.”
- The top three responses to a question asking for motivations to have students write in their courses were 1) to help students developing critical thinking skills, 2) to revealing what students know about the content of the course, and 3) to preparing students for the writing they will do in their careers.
- “Improving communication and/or writing skills,” “developing critical thinking skills,” and “improving the ability to integrate information” were the most often provided responses to a question asking for any other motivations.
- The leading three responses to a question asking for interest in workshop attendance were 1) responding to student writing with time-saving strategies, 2) creating assignments that students enjoy writing and that you enjoy reading, and 3) strengthening students’ writing in the disciplines.
- “Helping students write to specific audiences,” “learning what other professors are doing in their courses,” and “learning how to teach students to describe an event or process” were three responses to a question asking for any other workshop topics.

Findings

Findings from the Writing Across the Curriculum survey of FHSU faculty members are provided below. Tables and figures are presented in the same order as they appeared online.

Percentages might not sum precisely to 100% due to rounding. Question and answer option wording may be truncated. Please see Appendix C for complete question and answer option wording.

Introduction Statement

	Frequency	Percent
Yes - I will continue	160	94.1
No - I will not continue	5	2.9
Review consent document before continuing	5	2.9
Total	170	100

Review Consent Document

	Frequency	Percent
Yes - I will continue	3	60.0
No - I will not continue	2	40.0
Total	5	100

Q1 Do you teach any undergraduate courses for FHSU?

	Frequency	Percent
Yes	140	85.9
No	23	14.1
Total	163	100

Q2 In which college do you primarily teach your undergraduate courses?

	Frequency	Percent
College of Arts, Humanities, and Social Sciences	59	42.1
Werth College of Science, Technology, and Mathematics	31	22.1
College of Health and Behavioral Sciences	22	15.7
Robbins College of Business and Entrepreneurship	16	11.4
College of Education	12	8.6
Total	140	100

Q2a Do you teach English Composition courses?

	Frequency	Percent
Yes	12	20.3
No	47	79.7
<hr/>		
Total	59	100

Q3 Is your faculty position Tenure Track or Non-Tenure Track?

	Frequency	Percent
Tenure Track	75	53.6
Non-Tenure Track	65	46.4
<hr/>		
Total	140	100

Q4 The responsibility for teaching writing at FHSU lies with . . .

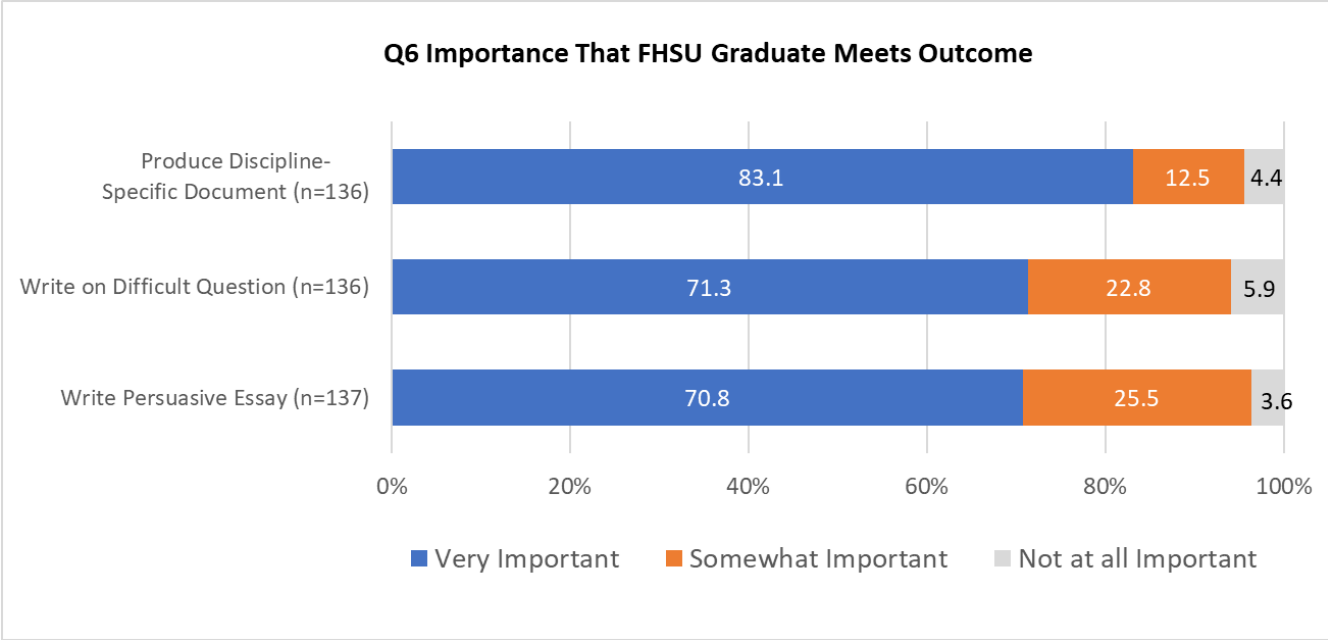
	Frequency	Percent
English Comp I and II	3	2.2
English Dept and Gen Ed	14	10.1
English Dept, Gen Ed, and Major	122	87.8
<hr/>		
Total	139	100

Q5 Perspective Over Time

	Frequency	Percent
Same perspective during professional life	108	77.7
Changed over the past five years	18	12.9
Changed five < 5 years ago	13	9.4
<hr/>		
Total	139	100

Q5a Now feel more or less that responsibility is a shared responsibility?

	Frequency	Percent
More	27	87.1
Less	4	12.9
<hr/>		
Total	31	100



Q6a Familiar with these relatively new writing-related CORE outcomes?

	Frequency	Percent
Very Familiar	28	20.4
Somewhat Familiar	71	51.8
Not at all Familiar	38	27.7
Total	137	100

Q7 Department Discussed CORE Outcomes?

	Frequency	Percent
Yes	74	54.0
No	19	13.9
I Don't Know	44	32.1
Total	137	100

Q8 How well does your department scaffold instruction?

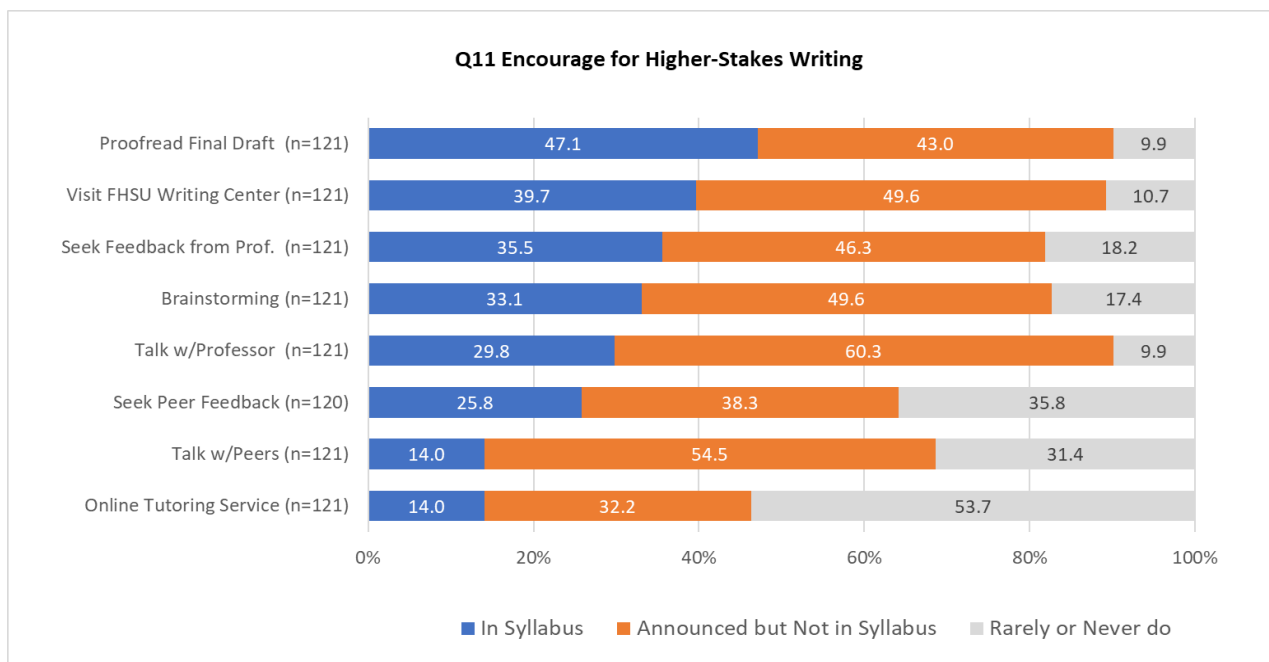
	Frequency	Percent
Several required and elective courses	38	27.7
A few required major courses	25	18.2
Haphazardly, depending on professor/instructor	42	30.7
I Don't Know	32	23.4
Total	137	100

Q9 Use Lower Stakes Activities?

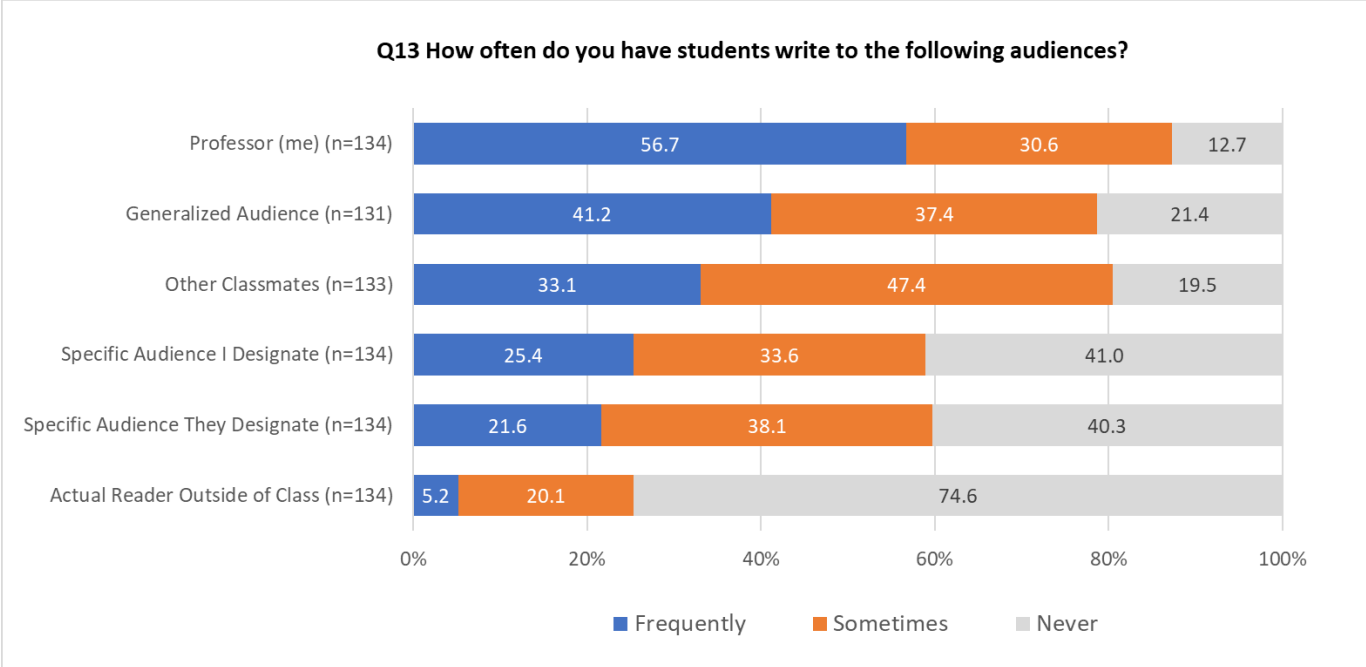
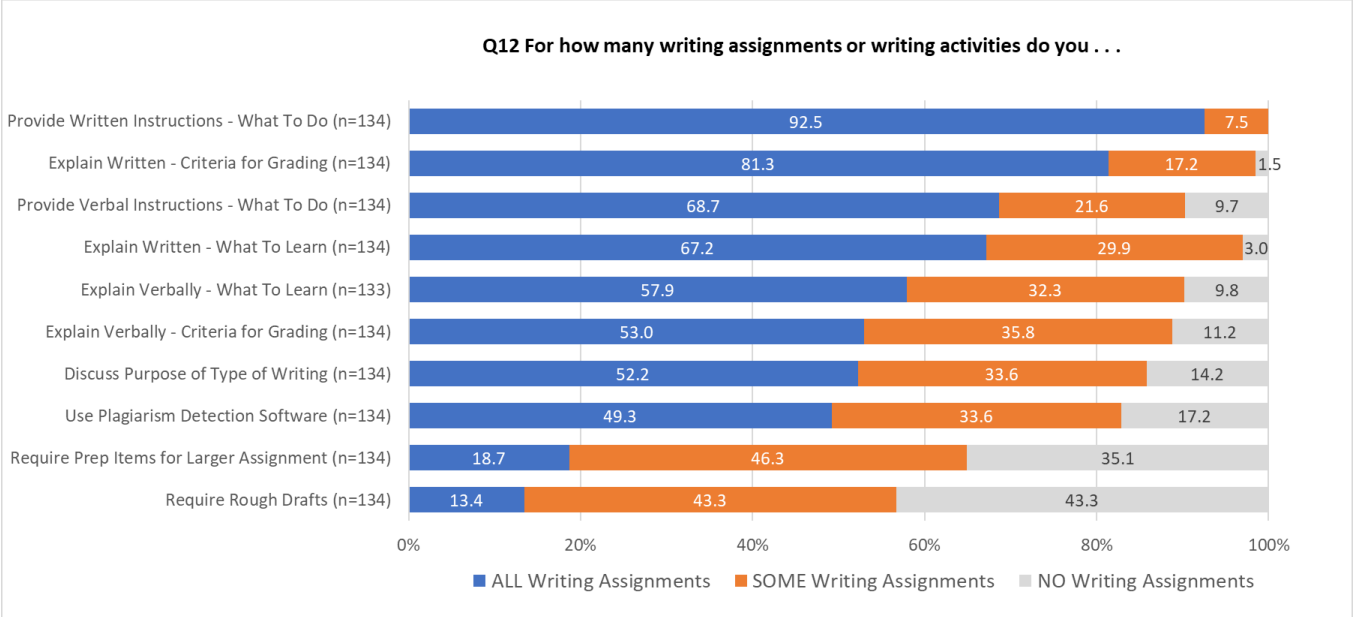
	Frequency	Percent
Yes	122	89.1
No	15	10.9
Total	137	100

Q10 Use Higher Stakes Activities?³

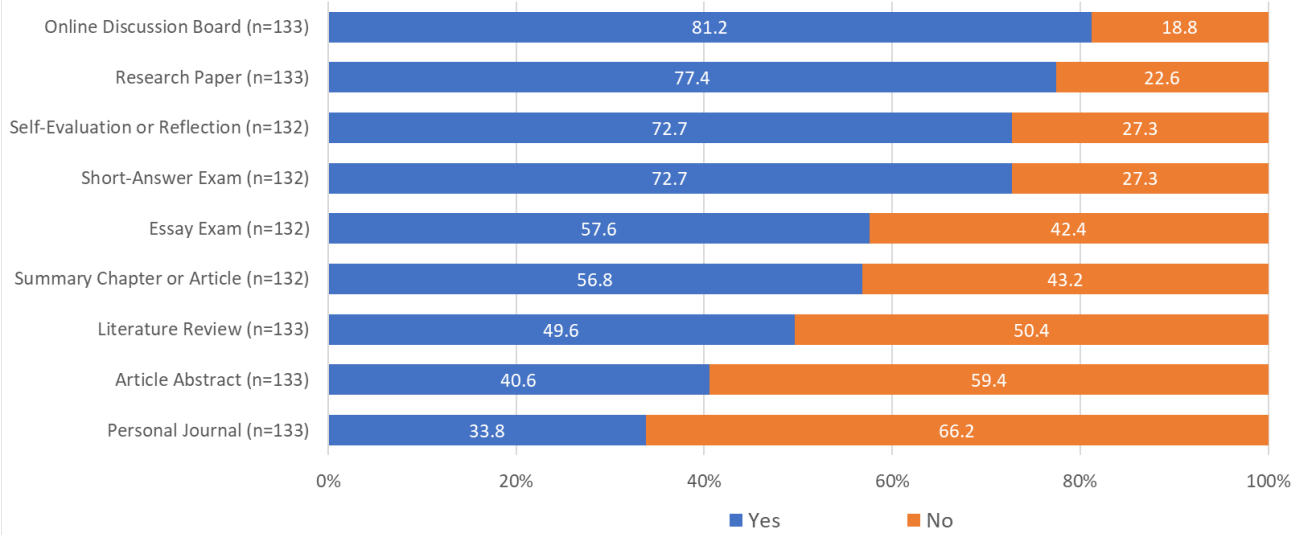
	Frequency	Percent
Yes	122	89.1
No	15	10.9
Total	137	100



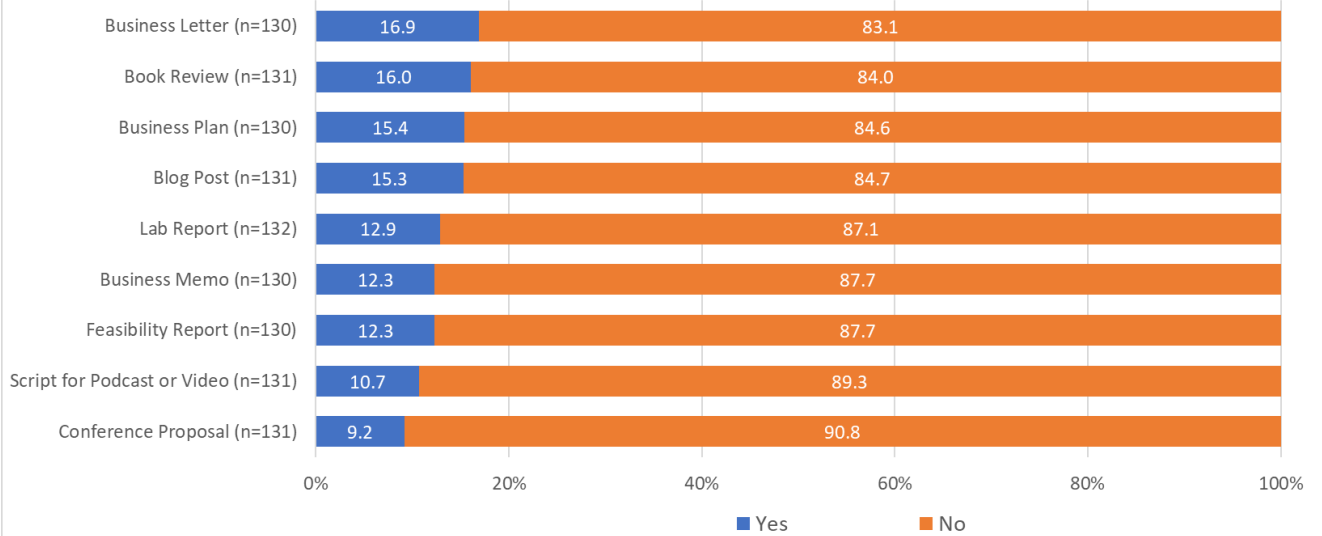
³ 109 respondents selected “Yes” to both Q9 and Q10. Two selected “No” to both questions. 13 select “Yes” to Q9 and “No” to Q10, while 13 selected “No” to Q9 and “Yes” to Q10.



Q14 Do you have students write in the following genres? (Part 1)



Q14 Do you have students write in the following genres? (Part 2)



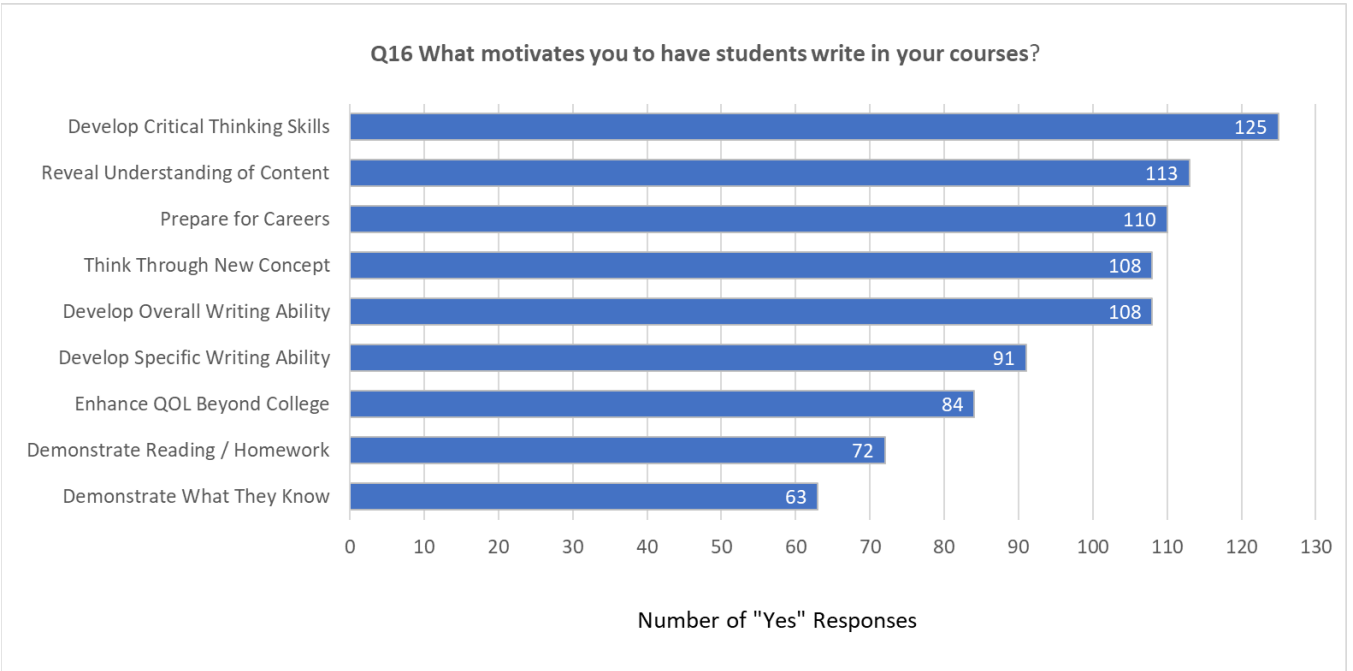
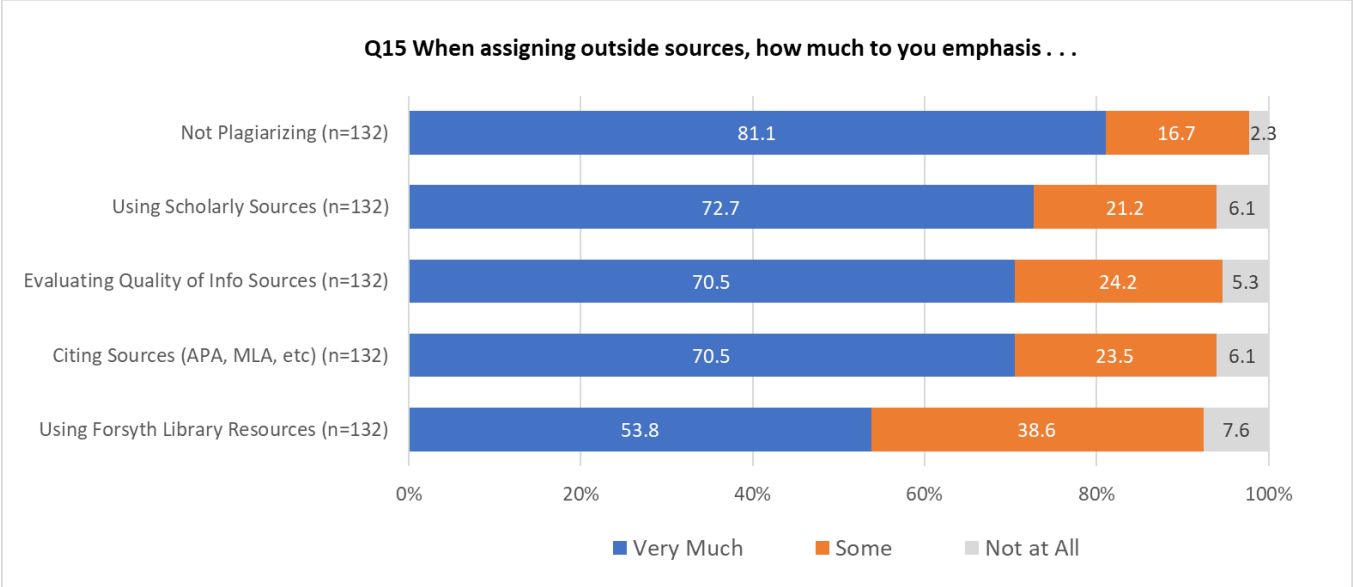
Q14b Please use the space below to describe any other genres or types of writing.

Thirty-three faculty members provided responses to this question. The table below shows responses grouped into categories. Fourteen responses addressed more than one issue. The table below shows 47 responses.

Q14b Other Genres or Type of Writing

	Count
Professional Research/Data Analysis Reports	9
Grant Proposal or Research Proposal Writing	6
Professional Letters/Resumes	5
Annotated Bibliographies	4
Creating Exhibition or Conference Materials	4
Creative Non-Fiction Writing	4
Question Responses	4
Conducting Interviews / Oral Presentations	3
Developing Lesson Plans	3
Review of Film, Article, other Creative Work	3
Creating or Reviewing Social Media Posts	2
<hr/>	
Total	47

All responses are provided verbatim in Appendix A.



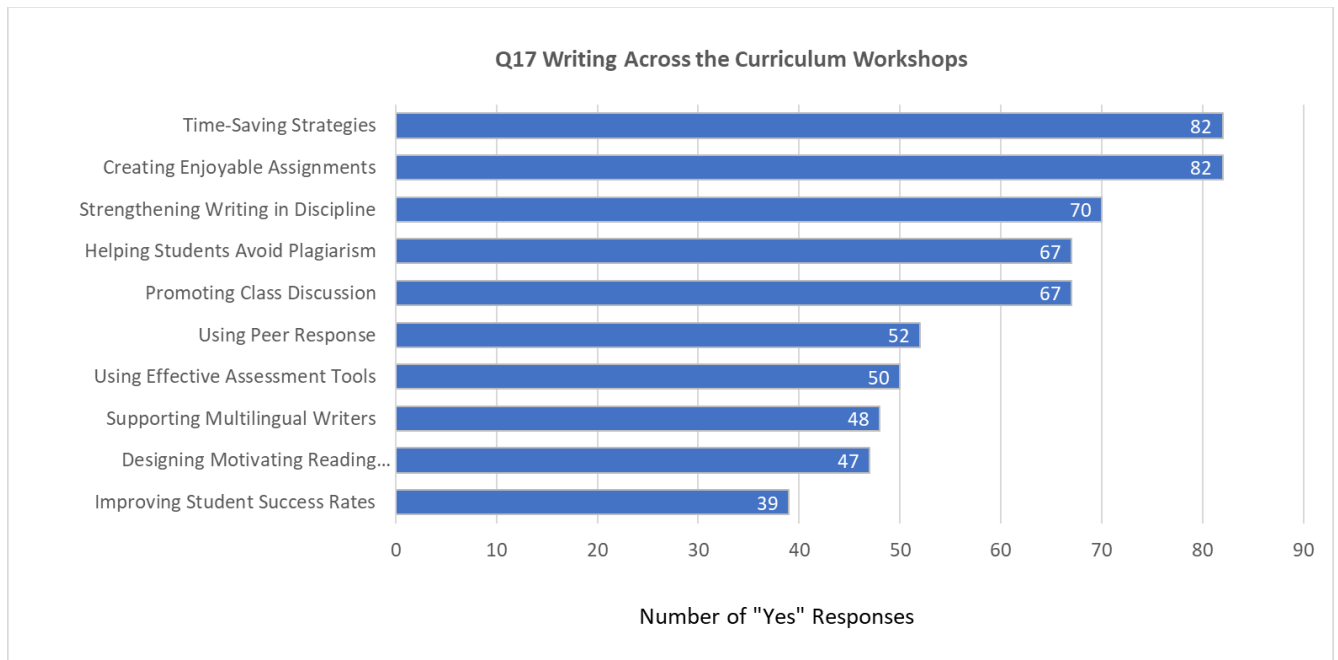
Q16b Do you have any other motivations to have students write in your undergraduate courses? If so, please describe them below.

Twenty-one faculty members provided responses to this question. The table below shows responses grouped into categories. Six responses addressed more than one issue. As such, the table below totals to 27 responses.

Q16b Other motivations to have students write in your courses:

	Count
Improve communication and/or writing skills.	10
Develop or improve critical thinking skills.	6
Learn or improve ability to integrate information.	5
Develop or improve skills for employment/profession.	4
Develop skills for post-college quality of life.	2
<hr/> Total	<hr/> 27

All responses are provided verbatim in Appendix A.



Q17b Workshops Other (Suggest topics you would find helpful for a teaching-writing-related topic).

Five faculty members provided responses to this question. Two described activities that they pursue in their courses. The remaining three suggested workshops regarding the following:

- Helping students write to specific audiences.
- Learning what other professors are doing in their courses.
- Learning how to teach students to describe an event or process.

All five responses are provided verbatim in Appendix A.

Appendix A: Qualitative Responses

Q14b Please use the space below to describe any other genres or types of writing.

- Analysis/explication essays, personal essay, expository essay/creative non-fiction, proposal, annotated bibliography.
- Annotated bibs, resume and cover letter, research proposals, profile, issue/argument analysis.
- Answer to a question, with supporting argument, objection, and reply.
- Brochure, magazine article, professional letter.
- Collaborative opinion piece.
- Debate papers to be orally presented.
- Exhibition label, formal analysis, contextual analysis, critical analysis.
- Feature articles, academic essay, flier, infographic, poster, PowerPoint, critical analysis, metadata descriptions, press release.
- Film Discussion Review.
- Film review/analysis.
- Grant proposal.
- Grant, social media posts.
- I sometimes require an application letter and resume.
- I use a few short answer, free response questions on some assignments and some exams.
- Interviewing and being interviewed.
- Lesson plans (teacher education).
- Lesson plans that can be followed by a substitute teacher, Written report for administration recommending special services for the student.
- Letter to a CEO or president.
- Newspaper article.
- Professional reports.
- Reading responses, brainstorming, the five strategies of the writing process are completed for every essay in my class.
- Research Plan.
- Research proposal, research Poster, figures caption text, assessment of government report.
- Scientific poster for a conference, conference abstract.
- Short memo papers, and analysis papers.
- Significant (20 pages?) mock consulting project report to a client (real company, but mock problem).
- Sketchbook writing about ideas, journaling writing about feelings and aspirations, formal work statements, marketing writing about art products, critical writing about art projects, artist's biographies.

- Strategic plans, non-profit organization, and marketing.
- Students are supposed to describe the problems and their solutions on their homework assignments as if they were trying to explain to someone what they are doing.
- Technical Instructions, "Broad Overview" Instructions.
- Very large company annual reports (comprehensive or sustainability reports).
- Vlogs, tech project-based assignments with use of digital literacy skills through citations, APA formatting, etc.
- Writing lesson plans for physical education.

Q16b Do you have any other motivations to have students write in your undergraduate courses? If so, please describe them below.

- All I can do is teach them how to communicate their ideas in a sensible and clear manner--the value of those individual ideas (and sources used for research) is up to them... as it should be... or I may as well write the essay.
- Clarify thinking. I once had an English prof in my undergrad days. He looked at the class and said - you know how you're working on an assignment, and you know what you want to write, you just can't get it down on paper? And much of the class said - "yes!" And he said, "yeah, that's because you don't actually know what you want to write. if you did, you'd write it." Good writing starts with clarifying your thoughts - and writing can be the process of doing that.
- Deepen / develop ability to integrate knowledge and information across relatively distinct areas.
- Develop their ability to see patterns & connections and communicate those well in writing (& Dboards).
- Developing mastery in communication in all its forms (asynchronous discussions, reflective writing, evaluation and synthesis of scholarly articles within professional practice, written forms of communication specific to their industry/sector/organization).
- Each student completes a 13-20-page term project (marketing plan). Each plan is submitted to GrammarlyPro and a comprehensive report is generated and offered to the students. About 5% of the 100 plus students each term ask for them.
- Learning their opinions.
- General ability to improve their communication skills.
- Good writing skills will benefit them even in their daily lives after college.
- Have a voice--be able to understand themselves and express themselves.
- I want them to learn how to write to be successful in their careers and in other classes beyond English 101 and English 102. My goal is to help lay a foundation for students in all of their future writing endeavors.
- It's the stock-in-trade of the discipline.
- Prepare conceptually for potential job interview questions by writing responses to questions in their field of study that might be good interview questions.

- Reinforcing skills that they should have learned elsewhere, prior to my upper division course.
- Think through concepts through print.
- This question tries to break down the importance of writing as if students could decouple their writing ability from the rest of their way of thinking. I don't believe this is possible. They ought to learn to write at a level where they can precisely and logically describe whatever it is they want to, in order to communicate precise ideas with others. This class is one more opportunity for them to practice this precise communication. Students need a lot of practice, as we all do. It is general exercise for the mind.
- To become comfortable in expressing their ideas, perceptions and opinions.
- To become reflective and close the learning loop.
- To write for the profession after graduation.
- Work on their English language skills in general.
- Writing for self-expression and pleasure.

Q17b Workshops Other (Suggest topics you would find helpful for a teaching-writing-related topic).

- Although I still value writing as a learning tool, I am finding students less motivated to do writing assignments. I find myself leaning more on "summary" type assignments, where students can just focus on concepts, without formal writing. These are more engaging for students and much easier/quicker to grade, but I still value writing. I am thinking more about Backpack automatic grading for some of the shorter assignments, so that it is easier to manage with large classes, and then a longer written assignment for Final Paper. Just brainstorming.
- Each student prepares a 15 to 20-page term project research paper. Each paper is submitted to GrammarlyPro, and a comprehensive report in furnish to the student should the student request it. I offer this to all students, approximately 5% respond that they would like to see the report.
- Helping students write to a specific audience (beyond the teacher or classmates).
- I would like to know what other professors are doing in the department.
- Try to teach students to describe an event or a process in words.

Appendix B: Email Request

Hello \${m://FirstName},

The Docking Institute of Public Affairs has been asked by Fort Hays State University's Writing Across the Curriculum Committee to conduct a survey of faculty measuring attitudes about undergraduate writing assignments, practices in writing assignments used in undergraduate courses they teach, and interest in WAC Committee workshops for faculty. This survey will require approximately 10 to 25 minutes, depending on relevance of lines of questioning given your writing assignment practices. Survey results will inform future WAC initiatives and professional development offerings at FHSU, benefitting both students and faculty.

The survey is voluntary and confidential. In the Docking Institute's analyses and reporting of results, no individual's responses will be reported. Only results from grouped aggregates will be reported. The WAC Committee will receive a data file upon delivery of the Docking Institute's report and only after individual identifiers are removed from that data file.

The survey is intended for respondents 18 years of age or older. Please do not start the survey if you are under the age of 18.

A link is provided below. We ask that you complete this survey within a week. Data collection will end at midnight on Sunday, April 25.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

If you have any technical difficulty accessing the survey please contact Docking Institute survey center manager Luis Montelongo at 785-628-5571 or ldmontelongo@fhsu.edu.

If you have any questions about this survey initiative, please contact a member of the WAC survey subcommittee, Dr. Cheryl Duffy (cduffy@fhsu.edu) or Dr. Carol Patrick (clpatrick@fhsu.edu).

Thank you very much!

Michael S. Walker
Research Scholar, Docking Institute of Public Affairs
Fort Hays State University
300 Custer Hall
785-628-5563
mwalker@fhsu.edu

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#).

PLEASE NOTE: Opting out from future emails will ALSO exclude you from being able to complete the survey. Please do not opt out if you plan to complete the survey later. I will send only two follow-up reminders to non-responders.

Appendix C: Online Survey and Form

Writing Across the Curriculum 2021 Survey

INTRO

The Docking Institute of Public Affairs has been asked by Fort Hays State University's Writing Across the Curriculum (WAC) Committee to conduct a survey of faculty. The survey measures attitudes about undergraduate writing assignments, practices in writing assignments used in undergraduate courses they teach, and interest in WAC Committee workshops for faculty.

Your survey responses will remain completely confidential. This survey is also completely voluntary. You have an option to exit now if you prefer. This survey is available for adults over the age of 18. If you are under the age of 18, please select "No - I will not continue" below.

Please select "Yes - I will continue" below to begin the survey. By selecting "Yes - I will continue" you are providing consent to enter the survey. If you would like to review the IRB-approved consent document before continuing, please select "Review consent document before continuing."

Then click "Next."

- Yes - I will continue
- No - I will not continue
- Review consent document before continuing

Skip To: Q18 If INTRO = No – I will not continue

Skip To: Q1 If INTRO = Yes - I will continue

CONSENT

Writing Across the Curriculum Faculty Practices and Perceptions Survey

INTRODUCTION

The Writing Across the Curriculum (WAC) Committee at Fort Hays State University supports the practice of protection for human subjects participating in research. **You are being asked to participate in a research study. It is your choice whether or not to participate.** The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to begin this survey and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with the WAC Committee, the services it may provide to you, or Fort Hays State University.

PURPOSE OF THE STUDY

The Writing Across the Curriculum Committee would like to assess FHSU faculty's current attitudes and practices around assigning writing projects to students. Here are some of the topics we would like to investigate:

- Do faculty perceive teaching students to write as a shared responsibility or as a responsibility that lies with certain departments and courses?
- Are faculty familiar with the new CORE writing outcomes, and how do they feel about the importance of these outcomes?
- Do faculty assign lower-stakes writing activities such as discussion board posts and/or higher-stakes writing activities such as research papers?
- What support and guidance do faculty provide when assigning higher-stakes writing assignments?
- What genres of writing do faculty assign and what requirements (e.g. use of outside sources, targeting a specific audience) are attached to them?
- What motivates faculty to assign writing to students? What types of workshops might faculty be interested in for the future?

Collecting answers to these questions will help the Writing Across the Curriculum Committee establish a baseline for writing-related teaching practices at FHSU. This information will inform the WAC Committee's future initiatives and professional development offerings. It will also provide a basis for tracking the impact of the WAC initiative over time with possible future assessment.

PROCEDURES

You will be asked to complete a survey in Qualtrics. We anticipate that completing the survey will take approximately 10-25 minutes depending on your use of writing assignments in your teaching.

At the end of the survey, you will have the opportunity to submit a separate form providing contact information for a 30-minute follow-up interview via Zoom if you would like to talk more about your experiences with student writing. Providing contact information for a follow-up interview is optional.

RISKS

We do not anticipate any risk to participants. However, in the event that you feel distressed during or after the interview, please reach out to the FHSU Kelly Center for emotional support:

Kelly Center
Picken Hall, Room 111
Fort Hays State University
600 Park Street
Hays, KS 67601
Phone: (785) 628-4401

BENEFITS

The survey results will inform future WAC initiatives and professional development offerings at FHSU, benefitting both students and faculty. Sharing or publishing the survey questions and results may be helpful for other institutions considering conducting similar surveys. The data gathered will also be valuable for the broader WAC movement, providing a case study of faculty attitudes and practices around student writing. If you choose to participate in a follow-up interview, you may also receive helpful feedback on improving unsuccessful writing assignments.

COMPENSATION

No compensation will be provided for completing this survey or participating in the follow-up interview.

PARTICIPANT CONFIDENTIALITY

If you choose to provide contact information for a follow-up interview, this contact information will not be associated with your responses to the survey questions in any way. Participants who choose to participate in a follow-up interview will be contacted via email to schedule a 30-minute interview using Zoom. The interviews will be recorded, but only to facilitate transcription, and you can request to stop the recording at any time. Recordings will be deleted after they have been transcribed by the PI. Only the researchers will have access to the interview recordings, which will be stored temporarily on an FHSU server until they have been transcribed. Any identifying information will be removed from the interview transcripts, and interview transcripts will not be shared publicly.

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

WITHDRAWAL

You may stop answering questions at any time without penalty, and any information you have provided prior to withdrawal will be destroyed upon request. Your decision to stop your participation will not affect your relationship with the WAC Committee.

If you choose to participate in a virtual follow-up interview, you may also withdraw at any time without penalty, and any information you have provided prior to withdrawal will be destroyed upon request. Your decision to stop your participation will not affect your relationship with the WAC Committee.

VOLUNTARY PARTICIPATION

You are not required to agree to this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Fort Hays State University or to participate in any programs or events of Fort Hays State University. However, if you refuse to provide consent, you cannot participate in this study.

CONTACT INFORMATION

Questions about the study should be directed to Cheryl Duffy, principal investigator and chair of the WAC Committee:

Cheryl Hofstetter Duffy, PhD
Professor of English
Director of Composition
Director of Writing Across the Curriculum
RH 357
785-628-5317
chduffy@fhsu.edu

PARTICIPANT CERTIFICATION:

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call (785) 628-4349, write the Office of Scholarship and Sponsored Projects (OSSP), Fort Hays State University, 600 Park St., Hays, Kansas 67601, or email irb@fhsu.edu.

I agree to take part in this study as a research participant. By submitting my contact information I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form. I understand that I will be asked to reiterate my consent verbally at the beginning of the interview.

Please select "Yes - I will continue" to proceed. Select "No - I will not continue" to exit now. Then click "Next."

- Yes - I will continue
- No - I will not continue

Skip To: Q18 If CONSENT = No – I will not continue

Q1 We will start with a few questions about you.

Do you teach any undergraduate courses for FHSU?

- Yes
- No

Skip To: Q18 If Q1 = No

Q2 In which college do you primarily teach your undergraduate courses?

- College of Arts, Humanities, and Social Sciences
- College of Education
- College of Health and Behavioral Sciences
- Robbins College of Business and Entrepreneurship
- Werth College of Science, Technology, and Mathematics

Display This Question: If Q2 = College of Arts, Humanities, and Social Sciences

Q2a Do you teach English Composition courses?

- Yes
- No

Q3 Is your faculty position Tenure Track or Non-Tenure Track?

- Tenure Track
- Non-Tenure Track

Q4 Which statement most closely matches your own perspective? The responsibility for teaching writing at FHSU . . .

- lies with the English department, especially with the first-year writing courses (i.e., English Composition I and English Composition II).
- lies with the English department (first-year writing courses) and with a variety of courses within the general-education program.
- is a shared responsibility among the English department (first-year writing courses), the general-education program, and the curriculum within a student's major.

Q5 Related to the previous question, which of the options below best describes your perspective over time?

- I've had this same perspective for most if not all of my professional life.
- My perspective has changed over the past five years.
- My perspective changed more than five years ago.

Display This Question: If Q5 ≠ I've had this same perspective for most if not all of my professional life.

Q5a Do you now feel as if the responsibility for teaching writing is **more** or **less** of a shared responsibility?

- More
- Less

Q6 Below are the three writing-related outcomes of the new FHSU CORE program, to be met ideally in an upper-division course in a student's major. For each, please tell us whether it is very important, somewhat important, or not at all important that an FHSU graduate meets the outcome:

	Very Important	Somewhat Important	Not at all Important
Q6_1 Outcome 1: Write a persuasive essay that includes the following: a clear and debatable thesis, fully developed and supported ideas, clear organizational structure, effective consideration of opposing arguments, use of credible sources, appropriate documentation of sources, consideration of a target audience, and conventional grammar and mechanics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_2 Outcome 2: Produce a discipline-specific document judged proficient according to a department-approved rubric in the student's major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_3 Outcome 3: Produce a written document on a difficult question involving the disciplinary content of the student's major that subjects the student's reasoning to sustained, intelligent criticism according to the standards of that discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6b Before completing this survey, how familiar were you with these relatively new writing-related CORE outcomes?

- Very Familiar
 - Somewhat Familiar
 - Not at all Familiar
-

Q7 To your knowledge, has your department (either as a whole or in committee) discussed these writing-related CORE outcomes?

- Yes
 - No
 - I Don't Know
-

Q8 How well does your department scaffold instruction (i.e., start with foundational skills in early courses, and then build on those skills in later courses) to build on students' existing writing skills as they progress through the curriculum?

- Several required and elective courses are scaffolded to improve writing skills
 - A few required majors courses are scaffolded to improve writing skills
 - Scaffolding occurs haphazardly, depending on the professor/instructor
 - I Don't Know
-

Q9 In your own undergraduate classes, do you sometimes use lower-stakes writing activities that are usually weighted less heavily toward a student's course grade (e.g., freewriting, discussion board posts, quick-writes, journal entries, reflections, reading responses, etc.)?

- Yes
 - No
-

Q10 In your own undergraduate courses, do you sometimes use higher-stakes writing activities or assignments that are usually weighted more heavily toward a student's course grade (e.g., essays, essay exams, research papers, lab reports, discipline-specific kinds of writing, etc.)?

- Yes
 - No
-

Q11 To what extent do you encourage your students to do the following as they work on a higher-stakes writing assignment in your class?

	It's on my syllabus and/or the assignment sheet, and, when appropriate, I set aside class time for this activity.	I announce that students can/should do this, but it's not typically built into my syllabus or schedule.	Rarely or never do I suggest this activity.
Q11_1 Brainstorm (list ideas, map concepts, prepare an outline, etc.) to develop their ideas before they start drafting their assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_2 Talk with the professor to develop their (the students') ideas before they start drafting their assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_3 Talk with a classmate, friend, or family member to develop their ideas before they start drafting their assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_4 Receive feedback from the professor about a draft before turning in their final assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_5 Receive feedback from a classmate, friend, or family member about a draft before turning in their final assignment (PEER REVIEW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_6 Visit the FHSU Writing Center to get help with their writing assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_7 Use an online tutoring service (other than the FHSU Writing Center) to get help with their writing assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_8 Proofread their final draft for surface errors before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 In your undergraduate courses, for how many writing assignments or writing activities do you do the following?

	ALL writing assignments	SOME writing assignments	NO writing assignments
Q12_1 Provide verbal instructions describing what you want students to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_2 Provide written instructions describing what you want students to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_3 Explain verbally in advance what you want students to learn from completing the activity or assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_4 Explain in writing in advance what you want students to learn from completing the activity or assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_5 Explain verbally in advance the criteria you will use to grade the assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_6 Explain in writing in advance the criteria you will use to grade the assignment (e.g., as part of the writing prompt or as a checklist or as a rubric)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_7 Discuss the <i>purpose</i> of this particular type of writing—that is, the reason for this genre, what impact it should have or what role it should play with the reader—or perhaps how its purpose might differ from other types of writing a student has done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_8 Require rough drafts (sometimes called “first drafts” or “discovery drafts”) before the final draft is due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_9 Require multiple smaller assignments (e.g., an outline, abstract, or annotated bibliography, etc.) in preparation for completing a larger assignment (e.g., a research paper) on the same topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_10 Use plagiarism detection software such as SafeAssign in Blackboard to check students’ work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Do you have students write to the following audiences in your undergraduate classes?

	Frequently	Sometimes	Never
Q13_1 To me as the professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13_2 To their classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13_3 To a “general audience”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13_4 To a feasible but hypothetical specific audience that they designate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13_5 To a feasible but hypothetical specific audience that I designate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13_6 To an actual reader outside of our class—someone who will actually read students’ writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question: If Q9 = Yes Or Q10 = Yes

Q14 Do you have students write in the following genres or complete these types of writing in your undergraduate courses?

Space and time do not allow us to list all possible genres; in fact, a past workshop with designated Writing Liaisons from each department yielded a list of 66 genres assigned at FHSU. Please use the blank space below to list any additional genres you assign.

	Yes	No
Q14_1 Online discussion board post	<input type="radio"/>	<input type="radio"/>
Q14_2 Personal journal (e.g., a reading journal)	<input type="radio"/>	<input type="radio"/>
Q14_3 Short-answer exam	<input type="radio"/>	<input type="radio"/>
Q14_4 Essay exam	<input type="radio"/>	<input type="radio"/>
Q14_5 Research paper	<input type="radio"/>	<input type="radio"/>
Q14_6 Self-evaluation or Reflection	<input type="radio"/>	<input type="radio"/>
Q14_7 Summary of a chapter or article	<input type="radio"/>	<input type="radio"/>
Q14_8 Lab report	<input type="radio"/>	<input type="radio"/>
Q14_9 Article abstract	<input type="radio"/>	<input type="radio"/>
Q14_10 Conference proposal	<input type="radio"/>	<input type="radio"/>
Q14_11 Book review	<input type="radio"/>	<input type="radio"/>
Q14_12 Script for a podcast or video	<input type="radio"/>	<input type="radio"/>
Q14_13 Blogpost	<input type="radio"/>	<input type="radio"/>
Q14_14 Literature review	<input type="radio"/>	<input type="radio"/>
Q14_15 Feasibility report	<input type="radio"/>	<input type="radio"/>
Q14_16 Business memo	<input type="radio"/>	<input type="radio"/>
Q14_17 Business letter	<input type="radio"/>	<input type="radio"/>
Q14_18 Business plan	<input type="radio"/>	<input type="radio"/>

Display This Question: If Q9 = Yes Or Q10 = Yes

Q14b Please use the space below to describe any other genres or types of writing.

Q15 When you assign writing that requires the use of outside sources, how much do you emphasize the following:

	Very Much	Some	Not at All
Q15_1 Not plagiarizing another author's work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_2 Appropriately citing the sources used in a paper or project (using APA, Chicago, MLA, or a similar scholarly documentation format)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_3 Using scholarly or peer-reviewed sources in course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_4 Evaluating the quality of information sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_5 Using Forsyth Library resources (e.g., databases, library staff, library research guides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 What motivates YOU (or might motivate you) to have students write in your undergraduate courses? (Select all that apply.)

I would like to help them:

	Select if Applicable
Q16_1 Develop their overall writing ability	<input type="checkbox"/>
Q16_2 Develop their ability to do the specific kinds of writing required in the discipline I teach	<input type="checkbox"/>
Q16_3 Prepare for the writing they will do in their careers	<input type="checkbox"/>
Q16_4 Develop their critical thinking skills	<input type="checkbox"/>
Q16_5 Demonstrate they are completing assigned reading or homework	<input type="checkbox"/>
Q16_6 Demonstrate what they already know about a topic	<input type="checkbox"/>
Q16_7 Think through and learn a new concept	<input type="checkbox"/>
Q16_8 Reveal to what extent they understand the content knowledge of the course	<input type="checkbox"/>
Q16_9 Enhance their quality of life by increasing their ability to engage in written conversations beyond college	<input type="checkbox"/>

Q16b Do you have any other motivations to have students write in your undergraduate courses? If so, please describe them below.

Q17 The Writing Across the Curriculum Committee offers workshops for faculty on the topic of teaching writing skills. Please check any of the following you would be interested in attending.

	Yes - I have an interest in attending this workshop.
Q17_1 Supporting multilingual writers	<input type="checkbox"/>
Q17_2 Improving student success rates in challenging courses through writing	<input type="checkbox"/>
Q17_3 Creating assignments that students enjoy writing and that you enjoy reading	<input type="checkbox"/>
Q17_4 Responding to student writing with time-saving strategies	<input type="checkbox"/>
Q17_5 Assessing what you value through effective assessment tools	<input type="checkbox"/>
Q17_6 Strengthening students' writing in the disciplines	<input type="checkbox"/>
Q17_7 Using peer response to engage students and improve writing	<input type="checkbox"/>
Q17_8 Designing motivating reading assignments and activities	<input type="checkbox"/>
Q17_9 Using writing to promote class discussion	<input type="checkbox"/>
Q17_10 Helping students avoid plagiarism	<input type="checkbox"/>

Q17b Other (Suggest topics you would find helpful for a teaching-writing-related topic):

Q18 You are at the end of this questionnaire. **Clicking "Next" below will submit your responses and send you to the Exit page. You will not be able to review your answers nor re-enter once you click "Next" on this page. The "Back" button will take you to the previous question.**

Follow-up interview option: You have an opportunity to participate in a brief follow-up interview where you can share more of your thoughts about student writers and writing instruction. A **link on the next page** will take you to a form asking for your name and email address. You will be contacted later to schedule an interview at your convenience.

Information from the form will not be linked to this survey in any way. Responses to this survey and responses to the form are collected separately. If you have any questions, please contact Mike Walker at 785-639-5563 or mswalker@fhsu.edu.

Thank you for your participation in this survey.

End of Survey

Thank you very much for completing this survey.

Please click here to provide your name and email address if you are willing to participate in the optional follow-up interview: [Form for Follow-up Interview](#).

If you have any questions about the survey or the follow-up questionnaire, please contact Mike Walker at mswalker@fhsu.edu or 785-628-5563.

To exit this survey, please close your browser. Click the link above first if you would like to provide your name and email address for the follow-up interview.

If this survey made you feel uncomfortable in any way, please contact the Kelly Center at 785-628-4401, to speak to a counselor.

WAC Follow-Up Form 2021

INTRO

The WAC Committee is always eager to visit with faculty about their experiences with student writing—both the good and the bad experiences. After completing the following form (next page) you will be contacted by Cheryl Duffy, who chairs the WAC Committee, to set up a convenient time for a follow-up Zoom conversation. She anticipates that the interview will take 20-30 minutes.

The form asks for your name and email address. In addition, you will be asked to give your consent to be contacted to complete the interview. (Click "Next" to continue.)

- Review Consent Document for WAC Follow-Up Interview
- Continue Immediately to Form

Display This Question: If INTRO = Review Consent Document for WAC Follow-Up Interview

CONSENT

Writing Across the Curriculum Faculty Practices and Perceptions Interview

INTRODUCTION

The Writing Across the Curriculum (WAC) Committee at Fort Hays State University supports the practice of protection for human subjects participating in research. **You are being asked to participate in a research study. It is your choice whether or not to participate.** The following information is provided for you to decide whether you wish to participate in the present study. You may refuse to begin this survey and not participate in this study. You should be aware that even if you agree to participate, you are free to withdraw at any time. If you do withdraw from this study, it will not affect your relationship with the WAC Committee, the services it may provide to you, or Fort Hays State University.

PURPOSE OF THE STUDY

The Writing Across the Curriculum Committee would like to assess FHSU faculty's current attitudes and practices around assigning writing projects to students. Here are some of the topics we would like to investigate:

- Do faculty perceive teaching students to write as a shared responsibility or as a responsibility that lies with certain departments and courses?
- Are faculty familiar with the new CORE writing outcomes, and how do they feel about the importance of these outcomes?

- Do faculty assign lower-stakes writing activities such as discussion board posts and/or higher-stakes writing activities such as research papers?
- What support and guidance do faculty provide when assigning higher-stakes writing assignments?
- What genres of writing do faculty assign and what requirements (e.g. use of outside sources, targeting a specific audience) are attached to them?
- What motivates faculty to assign writing to students? What types of workshops might faculty be interested in for the future?

Collecting answers to these questions will help the Writing Across the Curriculum Committee establish a baseline for writing-related teaching practices at FHSU. This information will inform the WAC Committee's future initiatives and professional development offerings. It will also provide a basis for tracking the impact of the WAC initiative over time with possible future assessment.

PROCEDURES

You will be asked to participate in a 30-minute interview via Zoom. You will be asked about writing assignments that you have used with students and about your experiences with students' successes and challenges around writing. Optionally, during the interview you may choose to share course materials related to successful or unsuccessful writing assignments.

After reviewing successful assignments after the interview, the researchers may reach out to request permission to share them with others, such as during faculty workshops. After reviewing unsuccessful assignments, if you would like feedback, the chair of the WAC Committee will offer suggestions for revising materials to improve student performance.

RISKS

We do not anticipate any risk to participants. However, in the event that you feel distressed during or after the interview, please reach out to the FHSU Kelly Center for emotional support:

Kelly Center
 Picken Hall, Room 111
 Fort Hays State University
 600 Park Street
 Hays, KS 67601
 Phone: (785) 628-4401

BENEFITS

The interview results will inform future WAC initiatives and professional development offerings at FHSU, benefitting both students and faculty. The data gathered will also be valuable for the broader WAC movement, providing a case study of faculty attitudes and practices around student writing. If you choose to provide course materials related to your writing assignments, you may also receive helpful feedback on improving unsuccessful writing assignments.

COMPENSATION

No compensation will be provided for participating in the interview.

PARTICIPANT CONFIDENTIALITY

Your contact information will be used only to schedule the interview. The interview will be recorded, but only to facilitate transcription, and you can request to stop the recording at any time. Recordings will be deleted after they have been transcribed by the PI. Only the researchers will have access to the interview recordings, which will be stored temporarily on an FHSU server until they have been transcribed. Any identifying information will be removed from the interview transcript, and interview transcripts will not be shared publicly.

Your name will not be associated in any publication or presentation with the information collected about you or with the research findings from this study. Instead, the researcher(s) will use a study number or a pseudonym rather than your name. Your identifiable information will not be shared unless (a) it is required by law or university policy, or (b) you give written permission.

WITHDRAWAL

You may withdraw from the interview at any time without penalty, and any information you have provided prior to withdrawal will be destroyed upon request. Your decision to stop your participation will not affect your relationship with the WAC Committee.

VOLUNTARY PARTICIPATION

You are not required to agree to this Consent and Authorization form and you may refuse to do so without affecting your right to any services you are receiving or may receive from Fort Hays State University or to participate in any programs or events of Fort Hays State University. However, if you refuse to provide consent, you cannot participate in this study.

CONTACT INFORMATION

Questions about the study should be directed to Cheryl Duffy, principal investigator and chair of the WAC Committee:

Cheryl Hofstetter Duffy, PhD
Professor of English
Director of Composition
Director of Writing Across the Curriculum
RH 357
785-628-5317
chduffy@fhsu.edu

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I agree to take part in this study as a research participant. By submitting my contact information I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorization form. I understand that I will be asked to reiterate my consent verbally at the beginning of the interview.

Q1 Please provide your name and email address below. You will be contacted by Cheryl Duffy to set up a convenient time for a follow-up 20-30 minute Zoom conversation. She anticipates that the interview will take 20-30 minutes.

Please also provide consent for Cheryl to contact you.

- Name _____
- Email Address _____
- Type "Yes" to give consent to be contacted. _____

Q2 Information from this form will not be linked to the WAC survey in any way. Responses to this form and responses to survey are gathered separately. If you have any questions, please contact Mike Walker at 785-639-5563 or mwalker@fhsu.edu.

Q3 Please click "Next" to submit and exit.
