Undergraduate Writing Across the Disciplines
(Faculty Survey)

Informed Consent for Survey
Version 09.09.20

Dr. Cristyn Elder, from UNM's Center for Teaching and Learning and Associate Professor in theDepartment of English, is conducting a research project. The purpose of the research is to understand how faculty use writing (or not) in their undergraduate courses to support student learning. You are being asked to participate because you are an instructor who teaches undergraduate courses on UNM's main campus.

Your participation will involve answering an online survey. The survey should take about 20 minutes to complete. The survey includes questions such as *How often do you use lower stakes writing activities in your undergraduate classes? What challenges do students face when writing inthis course?* Your involvement in the research is voluntary, and you may choose not to participate.You can refuse to answer any of the questions at any time. There are no names or identifying information associated with your responses unless you choose to provide contact information for an optional, voluntary interview. There are no known risks in this research, but some individuals may experience discomfort or loss of privacy when answering questions. Data will be collected using Opinio and stored there under a protected password, only accessible by the PI. Survey datawill be stored within Opinio and will be password protected. All identifiable information (i.e., your name and contact information, if given) will be removed from the information collected in this project and replaced with a pseudonym. After Dr. Cristyn Elder removes all identifiers and replaces them with a pseudonym, the information may be used for future research or shared with other researchers without your additional informed consent.

There are no direct benefits to completing the survey, and there will not be payment for participation. However, a potential benefit to participants is that the results of this research will inform future faculty development workshops offered by UNM's Center for Teaching and Learning so as to support faculty in their use of writing assignments and assessments for promoting studentsuccess. Faculty participants may also choose to seek feedback and suggestions from the researcher on their writing assignment prompts and assessment tools to support their teaching.
The findings from this project will provide information on how to support faculty in their assignmentdesign and assessment of undergraduate student writing. If published, results will be presented insummary form only. Quoted material will be deidentified and use pseudonyms.

You may withdraw from this study at any time by closing the survey and opting not to answer additional questions. Your anonymous survey data will still be included in the results of this study up to the point of the last question you responded to. However, if you provided your name and contact information as part of your survey responses, your complete survey responses will be immediately deleted upon notification of your withdrawal from the study and not be included in theanalysis or results of this study.

If you have any questions, concerns, or complaints about the research, please feel free to call Dr.Cristyn Elder at 765-586-6609. If you have questions regarding your rights as a research participant, or about what you should do in case of any harm to you, or if you want to obtain information or offer input, please contact the UNM Office of the IRB (OIRB) at (505) 277-2644 orirb.unm.edu.

By clicking "START", you will be agreeing to participate in the above described research.

Begin survey

Q1: Do you teach, or have you ever taught, undergraduate courses on UNMs main campus?

◯ Yes ◯ No

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q2: With what College or School on UNM Main Campus do you hold your appointment? (If joint appointment, check all that apply.)

☐ Anderson School of Management   ☐ College of Arts & Sciences

☐ College of Education   ☐ College of Fine Arts

☐ College of Nursing   ☐ College of Pharmacy

☐ College of Population Health   ☐ College of University Libraries & Learning Services

☐ Graduate Studies   ☐ Honors College

☐ School of Architecture and Planning   ☐ School of Engineering

☐ School of Law   ☐ School of Medicine

☐ University College   ☐ Other

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q3: In which department(s) do you teach undergraduate courses on Main Campus? (List as many departments as is applicable.)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q4: List the program(s) or discipline(s) in which you teach undergraduate courses on Main Campus. (List as many as is applicable.)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q5: What is your faculty position for the undergraduate courses you teach?

○ Adjunct Faculty   ○ Assistant Professor   ○ Associate Professor
○ Professor   ○ Professor of Practice   ○ Professional Faculty
○ Instructor   ○ Senior Instructor   ○ Lecturer I, II, or III
○ Senior Lecturer I, II, or III   ○ Principal Lecturer I, II, or III   ○ Research Lecturer I, II, or III
○ Research Assistant Professor   ○ Research Associate Professor   ○ Research Professor
○ Other

If you have chosen "other", please specify:

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q6: Please identify your gender.

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q7: Please identify your race/ethnicity.

○ Asian or Pacific Islander   ○ Black or African American
○ Hispanic or Latino   ○ Multiracial or Biracial
○ Native American or Alaskan Native ○ White
○ Other

If you have chosen "other", please specify:

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q8: What is (are) your native language(s)? (Typically, one's native language(s) is/are the first language(s) learned from birth.)

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q9: Do you give writing assignments or use writing activities in your undergraduate courses?

◯ Yes   ◯ No

Note: if you have answered/chosen item [1] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q10: What challenges or barriers might prevent you from assigning writing or using writing activities in the undergraduate courses you teach?

Note: if you have answered/chosen item [1] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q11: What might motivate you to assign writing or use writing activities in the undergraduate courses you teach?

Q12: In your undergraduate classes, do you sometimes use lower stakes writing activities that are usually weighted less heavily (e.g., freewriting, discussion board posts, muddy points, reflections, reading responses, etc.)?

◯ Yes   ◯ No   ◯ Other

If you have chosen "other", please specify:

[   ]

Q13: In your undergraduate courses, do you sometimes use higher stakes writing activities or assignments that are usually weighted more heavily (e.g., essay exams, research papers, lab reports, etc.)?

◯ Yes   ◯ No   ◯ Other

If you have chosen "other", please specify:

[   ]

Q14: Identify the course number and title for an undergraduate course you have taught previously in which you often or sometimes assign lower or higher stakes writing:

[   ]

Q15: What is the makeup of students in your selected course?

◯ Non-majors   ◯ Majors
◯ A combination of non-majors and majors   ◯ Other

If you have chosen "other", please specify:

[   ]

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q16: Does the selected course meet a general education requirement?

◯ Yes   ◯ No   ◯ I'm not sure

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q17: What are your challenges or the barriers for you having students write in this course?

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q18: What are your motivations for having students write in this course?

Note: if you have answered/chosen item [2] in question 9, skip the following question
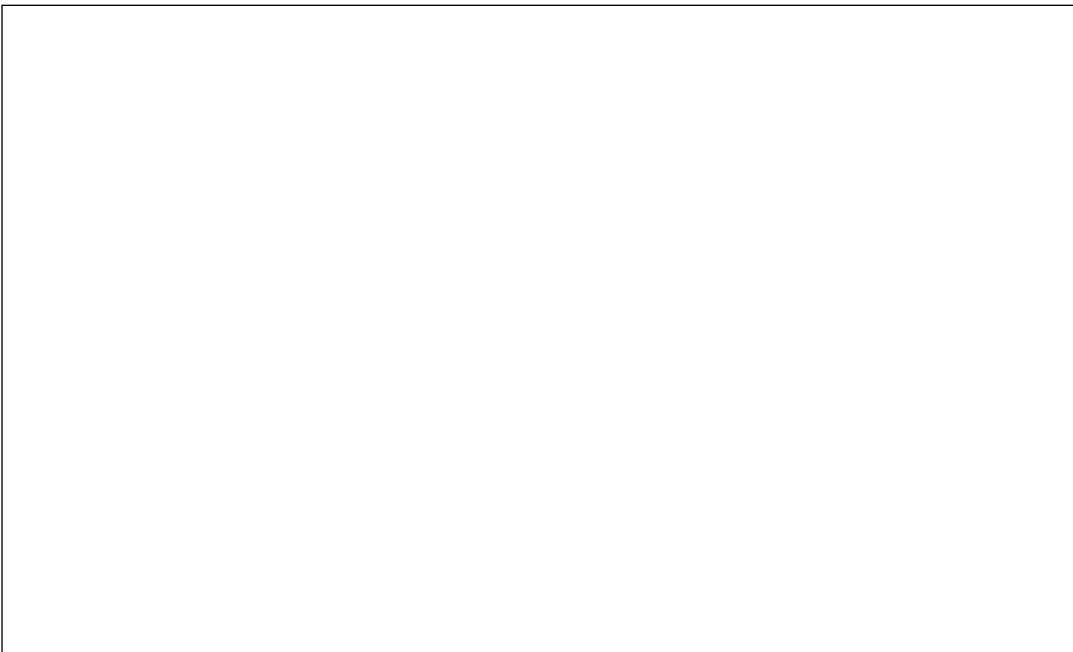*Note: if you have answered/chosen item [2] in question 1, skip the following question*

Q19: What challenges do students face when writing in this course?

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q20: What strengths do students bring with them when writing in this course?

Q21: Purposes for Writing

Do you have students write for the following purposes in your selected course? I use writing activities and/or assignments...	Sometimes	Never
to help students identify what they already know about a topic.	○	○
to help students think through and learn a new concept.	○	○
to hold students accountable for the reading or homework.	○	○
as formative assessments so I can measure what students understand and what I need to review or still cover.	○	○
as summative assessments to test students' learning of course concepts.	○	○
to give students opportunities to practice writing in specific genres or ways of writing for a specific discipline.	○	○

For what additional purposes do you ask students to write in your course?

Q22: Writing for Audiences

Do you have students write for the following audiences in your undergraduate classes?	Sometimes	Never
to an examiner (i.e., the person grading the exam)	○	○
to an instructor (generally)	○	○
to themselves	○	○
to a peer (excluding peer review)	○	○
to an informed audience (i.e., someone in the field)	○	○
to a wider, novice audience (i.e., a layperson or general audience)	○	○

For what other audiences do you have students write for and how often in your chosen course?

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Q23: Types of Writing

Do you have students write in the following genres or types of writing in your selected course?	Sometimes	Never
Online discussion board post	○	○
Personal journal (e.g., a reading journal)	○	○
Short-answer exam	○	○
Essay exam	○	○

Research paper	○	○
Self-evaluation or Reflection	○	○
Summary of a chapter or article	○	○
Lab report	○	○
Article abstract	○	○
Conference proposal	○	○
Book review	○	○
Literature review	○	○
Feasibility report	○	○
Business memo	○	○
Business letter	○	○
No recognizable genre	○	○

List other genres or types of writing you have students write in for your selected course.

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Q24: In your selected course, for how many writing assingments or activities do you do the following?

	All writing assignments	Some writing assignments	No writing assignments
Provide verbal instructions describing what you want students to do	○	○	○
Provide written instructions describing what you want students to do	○	○	○
Explain verbally in advance what you want students to learn from completing the activity or assignment	○	○	○
Explain in writing in advance what you want students to learn from completing the activity or assignment	○	○	○
Explain verbally in advance the criteria you will use to grade the assignment	○	○	○
Explain in writing in advance the criteria you will use to grade the assignment (i.e., as part of the writing prompt or as a rubric)	○	○	○
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	○	○	○
Use plagiarism detection software to check students work	○	○	○

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q25: How do you use verbal feedback to students at various stages of their writing? (Check all that apply.)

I use verbal feedback to...	On drafts in progress	On final drafts	To justify a student's grade
Engage in dialogue with the students ideas	☐	☐	☐
Correct misinformation	☐	☐	☐
Comment on organization of ideas	☐	☐	☐
Comment on use of vocabulary	☐	☐	☐
Comment on format of the document	☐	☐	☐
Line edit grammar	☐	☐	☐
Suggest how to strengthen the document	☐	☐	☐
Comment on what is working well	☐	☐	☐

Other ways you use verbal feedback:

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q26: How do you use written feedback to students at various stages of their writing? (Check all that apply.)

I use written feedback to...	On drafts in progress	On final drafts	To justify a student's grade
Engage in dialogue with the student's ideas	☐	☐	☐

Correct misinformation	☐	☐	☐
Comment on organization of ideas	☐	☐	☐
Comment on use of vocabulary	☐	☐	☐
Comment on format of the document	☐	☐	☐
Line edit grammar	☐	☐	☐
Suggest how to strengthen the document	☐	☐	☐
Comment on what is working well	☐	☐	☐

Other ways you use written feedback:

[ ]

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q27: In your selected course, for how many writing assignments do you encourage or require students to do the following?

	All writing assignments	Some writing assignments	No writing assignments
Talk with a classmate, friend, or family member to develop ideas before starting the assignment	○	○	○
Talk with a CAPS writing tutor in Zimmerman Library	○	○	○
Receive feedback from a classmate, friend, or family member about a draft before turning in the final assignment	○	○	○
Give feedback to a classmate about a draft or outline	○	○	○
Summarize material they had read such as articles, books, or online publications	○	○	○
Analyze or evaluate something they read, researched, or observed	○	○	○
Describe their methods or findings related to data they collected in lab or field work, a survey project, etc.	○	○	○

Argue a position using evidence and reasoning	○	○	○
Explain in writing the meaning of qualitative data	○	○	○
Explain in writing the meaning of quantitative data	○	○	○
Write in the style and format of a specific field (e.g., engineering, history, psychology, etc.)	○	○	○
Address a real or hypothetical audience such as their peers, a politician, non-experts, etc.	○	○	○

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q28: In your selected course, how much do you emphasize for students the following:

	Very much	Some	None
Not plagiarizing another authors work	○	○	○
Appropriately citing the sources used in a paper or project	○	○	○
Using scholarly or peer-reviewed sources in course assignments	○	○	○
Questioning the quality of information sources	○	○	○

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q29: How often do you have students use the following technologies in your course to complete their written assignments or activities?

	Often	Sometimes	Never
Discussion board posts in Learn or other classroom management systems	○	○	○
Reading or writing journals (electronic or paper-based)	○	○	○
Blogs	○	○	○
Collaborative editing software (Wikis, Google Docs, etc.)	○	○	○

Multimedia software (drawing, audio or video production, editing, etc.)	○	○	○
Social networking (Facebook, Twitter, etc.)	○	○	○
Portfolios or online/e-portfolios	○	○	○
Plagiarism software (e.g., Safe Assign, Turn It In, etc.) to self-check for plagiarism	○	○	○

What other types of technologies do you have students use in your course and how often?

Note: if you have answered/chosen item [2] in question 9, skip the following question
Note: if you have answered/chosen item [2] in question 1, skip the following question

Q30: How often do the writing assignments or writing activities you assign in your course emphasize the following?

	Often	Sometimes	Never
Recognizing students cultural norms and biases	○	○	○
Sharing students perspectives and experiences	○	○	○
Exploring students backgrounds	○	○	○
Learning about other cultures	○	○	○
Learning about the ways other cultures think about course content	○	○	○
Discussing issues of equity or privilege	○	○	○

Respecting the expression of diverse ideas	◯	◯	◯
Reading source material from diverse authors	◯	◯	◯

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q31: Select possible workshops topics that you might be interested in taking (check all that apply):

☐ Improving student success rates in killer courses through writing
☐ Creating assignments students enjoy writing and you enjoy reading
☐ Responding to student writing with time-saving strategies
☐ Assessing what you value through effective assessment tools
☐ Strengthening students' writing in the disciplines
☐ Designing motivating reading assignments and activities
☐ Using writing to promote class discussion
☐ Helping students avoid plagiarism

List any additional workshop topics you would be interested in

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q32: To help strengthen student writing on campus and support faculty, are you willing to be interviewed for 30 minutes about your use of writing assignments/activities?

◯ Yes, I am willing to be interviewed.   ◯ No, not at this time.

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q33: If you are willing to be interviewed, please provide your name and phone or email address.Please note that if you provide your contact information, your name will be connected to your survey responses. However, only the principal investigator of the study will see your name and responses. All identifying information will be removed when reporting survey results.

Name and phone or email

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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q34: I would prefer to be interviewed via (please check one):

○ Phone
○ Video conference (e.g., Zoom, Skype, FaceTime, Google Hangout, etc.)
○ Email
○ not applicable

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q35: Please provide any additional comments, questions, or concerns you have in relation to undergraduate writing.

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