

Faculty Survey 2002

Faculty Survey in 2000 and 2002

Reports Prepared by: Excellence in Writing Committee

Report date: November 2002

2000 Survey

Summary

During the 1999-2000 academic year the Excellence in Writing Committee conducted a survey of 156 ULV faculty, both part-time and full-time, on and off campus, about their attitudes and practices concerning writing in their courses. Overall, the results suggest that part-time faculty tend to give less attention to writing than full-time faculty. However, the percentage of full-time faculty paying attention to writing could improve.

Procedure

Altogether 156 faculty members participated in the survey (copy is attached); 66 were full-time and 90 were part-time. Nearly 50 percent were from Arts and Sciences (FT n=42, PT n=34), 30 percent from SBGS (FT n=9, PT n=37), and the rest were from other schools.

Highlight of Results

Similarities of Part-time and Full-time Faculty

- About half of each group gives writing assignments of over 3 pages long.
- About two-thirds of each group sometimes or rarely give students a chance to rewrite their papers.

Differences Between Part-time and Full-time Faculty

- More full-time faculty give essay exams half a page or longer (74% vs 57%), and research papers over 10 pages long (61% vs 44%).
- More part-time faculty "rarely" give feedback for grammar, syntax and punctuation (60% vs 19%).
- More part-time faculty "rarely" mark down for language mechanics (48% vs 12%).
- More part-time faculty "rarely" describe in their syllabi what an "A" papers should look like (57% vs 41%).
- An alarmingly larger number of part-time faculty indicate having "no confidence" about giving writing feedback (81% vs 19%).

2002 Survey

Report date: November 2002

Procedure

The 2000 survey of the faculty used some of the 2002 questions and gave faculty the chance to make open-ended comments and suggestions Survey is attached. It also inquired about their actual practices and changes introduced regarding student writing. There were 42 respondents, 33 part-time and 8 full-time.

Summary of the Results

Question 1: Department

	N
Arts & Sciences	15
Business	16
Education	5
Law	2

Question 2: Did you participate in any workshops or discussion sessions about writing during the past year?

Yes	33%
Was not aware of any writing sessions or workshops	36%
Wanted, but could not	29%
Was not interested	2%

Question 3 For the following, indicate your level of familiarity:

%	Not familiar	Familiar	Use
Rubrics	33%	31%	29%
Scaffolding	57%	19%	17%
Writing Folder	40%	38%	12%
Turnitin.com	52%	31%	7%
Writing Handbooks	31%	38%	24%

Question 4: Have you modified your writing assignments as a result of information you have learned from the Excellence in Writing Committee?

Yes: 39%

No: 60%

Examples of ways assignments have been modified:

- Assignments more explicit
- Increased number and length of assignments

- Rubrics, scaffolding (8%)
- Writing folder
- Use of Hacker

Question 5: Have you made any changes in the way you give feedback about writing?

Yes: 44%
No: 56%

- Clear information
- Detail
- Grade online
- Increase in specific feedback
- Use green, not red pen, don't always tell them the correction

Question 6: Have you made any changes in the way you consider writing as part of your grading criteria?

Yes: 28%
No: 57%

- Define the caliber of professionalism
- I will add a rubric
- Increased % for writing
- Rely more on writing folder

Question 7: How confident do you feel about giving writing feedback?

Not confident	8%
Somewhat confident	42%
Very confident	50%

Question 8: Do you think the University should have an exit writing competency exam for all undergraduates across the University?

Yes: 87%
No: 13%

- Absolutely, should be considered in admission to grad school.
- Be prepared to offer remediation and support
- Can be useful for measuring
- Difficult to administer; resources could be better spent on courses than on tests
- Eng 110 and 111 should have C as the minimum
- Entrance writing exam

- Essential for business students in the real world
- Mixed feeling
- Preference for part of senior project
- The ability for written communication is a requirement for most positions
- We need to support students who need help in writing, not penalize them.

Question 9: Overall, how would you rate the writing skills of the incoming students in your classes?

Very poor	5%
Below average	51%
Acceptable	41%
Good	3%

Suggestions:

- Determine what text to use for research
- Emphasize writing basics in English courses
- English competency exam upon completion of Eng 111
- More communication from the committee and when workshops are
- Review the writing process with every incoming student
- Strict and widely enforced writing standards
- Writing competency exam
- Use the library more often
- Writing problems are part of a larger need to help students learn how to deal with all aspects of college

Question 10: Further interest in workshops:

Grading writing assignments	50%
Helping students revise their work	50%
Teaching writing skills	38%
Teaching research in writing	33%
Syllabus creation/syllabus revision	24%
Academic honesty	19%
Tutoring	5%

Action Recommendations

- Make workshops more accessible to part-time and full-time faculty
- Consider exit writing competency exam for undergraduates
- Encourage the use of rubric to evaluate writing assignments

**Excellence in Writing Committee
A Follow-up
Faculty Survey**

This survey is part of the overall effort of the Excellence in Writing Committee to help students improve their writing. Since the last survey and as part of the theme-of-the-year efforts the Committee has been putting on training sessions and sponsoring discussion groups about writing, and trying to raise awareness about writing. This survey will look at how faculty modified the way they address student writing in the last year or so. Please turn in the completed survey to your SCE director, department chair, a Committee member, or put it in the mail to Cathy Henley-Erickson.

1. In what area do you teach?
 - a. Arts and Sciences
 - b. Business and Global Studies
 - c. Organizational Management
 - d. Education
 - e. Law
2. Did you participate in any workshops or discussion sessions about writing during the past year?
 - a. Yes
 - b. Wanted to but could not
 - c. Was not interested
3. Have you made any changes in the writing assignments of your classes?
 - a. Yes
 - b. No

If yes, please specify the changes _____

4. Have you made changes in the way you give feedback about writing?

- a. Yes
 - b. NoIf yes, please specify the changes _____

5. Have you made any changes in the way you consider writing as part of your grading criteria?

- a. Yes
 - b. NoIf yes, please specify the changes _____

6. How confident do you feel about giving writing feedback?

- a. Not confident
- b. Somewhat confident
- c. Very confident

7. Do you think the University should have an exit writing competency exam for all undergraduates across the University?

- a. Yes
- b. No,

Comments: _____

8. What is your faculty status?

- a. Full-time faculty
- b. Part-time faculty

9. Do you have any suggestions for the Committee?
