Thank you for agreeing to participate in this survey for our SIIP project. This survey includes three kinds of questions (check boxes, short answers, and 1 request to upload course documents). We anticipate that completing the whole survey will take about thirty minutes. The information you share will be considered carefully, compared with responses from other departments, and used to improve writing instruction in the College of Engineering. However, if there are any questions you are uncertain about or simply don't have the time to complete now, please feel free to skip them. At the end you will have the opportunity to identify specific questions for which you wish your responses to be treated anonymously with respect to your identity and that of your department. We appreciate your time and whatever information you can share.

Name: _____   Department: _____

Section 1: Writing and Expectations in your Discipline

1. How important is undergraduate facility with written communication to success in your department?
       Unimportant   1   2   3   4   5   Important

2. How important is facility with written communication to success in your field after graduation?
       Unimportant   1   2   3   4   5   Important

3. Please check the kinds of writing you expect your students are most likely to use as they move on to work in industry, business or academia in your field. Add other important genres in the space below. [check all that apply]

Publications such as…
_Trade journal articles _Journal articles for specialized audiences _News articles _Press releases _Research highlights for the web _Professional uses of social media _Blogs

Scholarly communication of research such as…
_Lectures _Conference presentations _Posters _Conference proceedings _Abstracts _Referee reports

Internal documents such as…
_Email _Project reports _Training manuals _Progress reports _Recommendations _Lab pages _Documentation of protocols _Technical memoranda _Lab reports

External communications to specialized audiences such as…
_Government documents _Reports to regulatory agencies _Grant proposals _Executive summaries _Planning reports _Patent white paper/invention disclosure _Instruction manual

Others: _____

4. As your students move on to work in industry, business or academia in your field, to what extent do you expect their work to involve writing, and how much of that writing is likely to be individual versus group authorship?

_____

_____

5. *In terms of technical writing, professionals in your field value…*

_____

_____

6. *Improved writing enables professionals in your field to better (e.g., inform, convince, solicit clients, seek funding) …*

_____

_____

Section 2: Current Curricula

7. *What writing skills do you hope students learn in Composition I (e.g., Rhetoric 105, Communication 111-112, ESL 114-115)?*

_____

_____

8. *Do you feel that students who place out of Composition I are prepared for advanced composition courses? _Yes _No*
Please elaborate on your answer: _____

_____

9. *How does your department advise students to complete the advanced composition requirement?*
_ Offer an advanced composition course and require it for the major, please specify: _____
_ Suggest specific advanced composition courses in your department, like _____
_ Suggest specific advanced composition courses outside of your department, like _____
_ Inform students about the advanced composition requirement, but not specify courses

10. *Are you satisfied with how your department addresses the advanced composition requirement? _Yes _No*
Please elaborate on your answer: _____

_____

To assist in filling in the below table, here is an undergraduate curriculum map for your department

[Image of Curriculum Map here]

Please fill in the following table with the courses in your curriculum that have a significant writing component. Please include courses not on the curriculum map, if you feel they are relevant.

Course	Adv. Comp.?	Class Size	% of class in your major	% of majors who will take the class	Are there teaching assistants?	Are writing skills specifically taught?

11. Any other comments concerning the courses in the above table?

_____

_____

12. Which course from the above table do you believe is most effective at building student writing skills? Please explain…

_____

_____

13. Are you aware of any coordination among faculty to build student writing skills across the curriculum (e.g., using common grading rubrics)?

_____

_____

14. What support is provided for instructors of writing-intensive courses? [check all that apply]
_ Dedicated support faculty for writing
_ Professional development workshops
_ Mentoring of new instructors
_ Team teaching
_ Collaborative curriculum development
_ Additional TA support
_ Other: _____
_ No additional support is provided

15. Do you assess student writing on the department level? If so, how?

_____

_____

16. Is any special attention given to choosing a TA for a writing-intensive course?

_____

_____

17. Are the TAs of writing-intensive courses specifically trained to teach writing skills? If so, how?

_____

18. The most important opportunities for students to learn effective writing in your field are…
[check all that apply]
_ courses in your department and other engineering departments
_ courses outside the College of Engineering
_ research experiences
_ internships or other work experiences
_ extracurriculars, like _____

19. Outside of formal coursework, what opportunities are available to your students to improve writing (e.g., workshops, materials provided by departments)?
_____

_____

Section 3: Perception of Challenges

20. What are the biggest challenges in teaching student writing? [Please rank top 4, 1 being the greatest]
__ Students' attitude towards the value of writing
__ Students' sense of their own writing ability
__ Students' initial facility with writing
__ Students' English language competence
__ Students' retention of knowledge and skills
__ Differences in student needs
__ Willingness of instructor to teach
__ Capabilities of instructor
__ Availability of instructor
__ Limited resources for instruction
__ Training/supervising TAs to work with student writing/writers
__ Curriculum is already full
__ Time constraints of grading
__ Academic integrity violation issues
__ Other: _____

Section 4: Current Best Strategies

21. Are there any effective practices for building student writing skills that you would like to highlight (e.g., providing resources, providing research opportunities)?
_____

_____

22. May we contact you for a follow-up interview?
_____

_____

23. Are there any departmental documents about writing, communication, and/or the organization of the curriculum that you can share to help us better understand how writing is taught and assessed in your department, or the kinds of problems that instructors in your department face? Please upload to Box.

_____

_____

24. Are there any specific questions for which you wish your responses to be treated anonymously with respect to your identity and that of your department?

_____

_____