Assessing and Improving Writing in PSU Inter-Domain Courses: First-Year Results (2020-2021)

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May 1, 2021

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Executive Summary

This executive summary describes the activities of three Penn State Berks Faculty, who received a grant from the Office of General Education to study student writing within Penn State's Inter-Domain courses. Their work was funded for a two-year period from 2020-2022; this report summarizes the first years' activities.

The project began with a literature review, discussion, a survey, and focus group meetings to learn about the faculty who teach Inter-Domain courses, what types of writing assignments they employ, and the strengths and weaknesses of student writing as faculty perceive it. The survey was our primary method of research, and 170 Inter-Domain faculty across all campuses (34% of all Penn State Inter-Domain faculty) completed the survey. The findings of this survey are summarized below according to demographics, how writing is utilized in Inter-Domain courses, facility confidence in assigning writing, and faculty interest in training. Key findings of the survey include:

- 99% of interdomain general education classes require some writing assignments with 64% including frequent writing
- Approximately 65% of participants have had no training or no recent training for teaching writing
- Approximately 66% of respondents indicated some interest in attending training workshops
- Faculty were most interested in sessions that focused on assessing student writing, using peer reviews, scaffolding assignments, and utilizing ungraded writing assignments

We then conducted four focus groups with twenty Inter-Domain faculty, during which we learned more about their perceived strengths and weaknesses of student writing and the ways they assess student writing. Key findings include:

- Interdisciplinary and collaborative assignments led to diverse writing responses
- Faculty identified shorter, low-stakes, and informal assignments as most productive
- Faculty identified a need for students to conduct better research and synthesize sources
- Some faculty indicated that some students misinterpret assignment descriptions
- Faculty believed many writing assignments were rushed or incomplete when submitted

During the summer of 2021, we will collaborate with faculty, students, and writing tutors to craft training that is appropriate for the campuses. Our goal is to provide brief but pointed workshops on designing writing assignments and responding to student writing. We hope to accommodate as many Penn State Inter-Domain faculty as possible from a range of campuses. We plan to implement training in the 2021-2022 academic year.

Introduction

Penn State's 250+ Inter-Domain courses require students to research, discuss, and write about topics from two different Knowledge Domains. Many Inter-Domain courses use writing to assess learning, either in low stakes writing assignments or formal papers. Some Inter-Domain classes have a required English 15 prerequisite, suggesting the course requires collegiate-level writing experience. While writing is integral to the learning process, there have been no university-wide assessments of student writing assignments within Inter-Domain courses and no training for faculty who teach them.

To address this deficit, three faculty members from Penn State Berks received a grant from the Office of General Education to research and address writing in Inter-Domain courses. The two-year project (Fall 2020-Spring 2022) has two primary stages:

- *Year One*: Research investigating the quantity, quality, and variety of writing assignments in Inter-Domain courses at Penn State

- *Year Two*: Training for faculty and programs who seek to integrate writing assignments into Inter-Domain courses

The first stage, completed in Fall 2020-Spring 2021, consists of surveys and focus group conversations with faculty who have taught an Inter-Domain course within the past four semesters. This research provided information about who teaches these courses, the types of assignments they employ, and faculty experiences with teaching writing.

Stage 1 Methodology

The first stage of this research project began in May 2020. The research team read extensively about quantitative research in writing studies, along with learning about various survey mechanisms. The team held various meetings with the Office of General Education to determine the most relevant information needed about writing in Inter-Domain courses at Penn State, as well as the institutional guidelines for conducting research. In addition, we met with the Office of Planning, Assessment, and Institutional Research to learn best practices for administering a comprehensive and unbiased survey.

In summer of 2020, the team focused on four major tasks to move the project forward:

1. Working with the Office of General Education, we gathered a list of all Inter-Domain courses taught within the Penn State System (including Commonwealth Campuses) along with the names and contact information for faculty teaching those courses. After

removing duplicate courses, we arrived at a list of 502 faculty members who had taught Inter-Domain courses over the three-year period.

2. To encourage participation in our survey and data collection, we researched various incentives that we could offer to faculty. We determined that a $10 Amazon gift certificate was an appropriate incentive for the survey as we envisioned it. Working with our Budget Administrator, we received approval for this incentive and determined how to implement and distribute it to survey participants.

3. We began creating the questions that would go into our survey. We chose the Qualtrics survey platform since it was supported and recommended by Penn State. The team created an introduction, demographic section, key questions, and a conclusion within Qualtrics. After extensive internal revision and input from various stakeholders and pilot faculty, we arrived at 41 key questions we sought to answer about writing in Inter-domain courses at Penn State. See the survey questions below (Appendix A).

4. We worked with the Institutional Review Board to receive IRB approval for our research project. The IRB number is STUDY00015374.

In September 2020, we opened the survey to all the 502 faculty who taught an Inter-Domain course at PSU from 2017-2020. After running the survey for one month until October 10th, we received feedback from 170 respondents, or 34% of all PSU Inter-domain faculty. The completion of the survey moved the team into its next phase: data analysis. A summary of our key findings appears below.

Key Findings

Demographics of Survey Respondents

Women more than double the number of men who teach Inter-Domain courses, and most identify as native English speakers.
Sixty-three percent (105) of the participants were women, whereas only 29% (49) respondents were male. Approximately six percent of participants (11) preferred not to answer. Of the participants, only 8.5% (14) identified as non-native English speakers.

The largest group of participants were tenured or tenure-track faculty.
The participants who are tenured or tenure-track make up the largest cohort of people at any academic rank at approximately 48%. A further breakdown reveals 10% Assistant Professor, 22% Associate Professor, and 16% Full Professor. About 23% of the respondents identified as teaching track faculty in the rank of Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor. Approximately 14% of participants identified as Instructor/Lecturer.

Participants came from every commonwealth campus, University Park and World Campus.
Thirty percent of our participants were from University Park whereas the other 60% of
respondents were from the commonwealth campuses. As expected, Hershey Medical School and
Dickinson School of Law did not have any participants.

Figure 1: Survey Participant Demographics

	N	%
Female	105	63%
Male	49	29%
No answer	11	6%
Tenured/Tenure-Track	**79**	**48%**
Assistant Professor	16	10%
Associate Professor	36	22%
Full Professor	27	16%
Teaching Professor of any rank	**38**	**23%**
Instructor/Lecturer	**24**	**14%**

More than half of participants have had no training or no recent training for teaching writing.
While most of our participants have had some training for teaching writing, 70 (41%)
participants had no training and 40 (approximately 23.5%) participants indicated they have
received no training for teaching writing since graduate school. Since 38% of the survey
participants are tenured, it is likely that this graduate program training has not been recent
(within the past five years). Consequently, we can infer 64.5% of our participants have had no
recent training in writing instruction. This provides a strong justification for the training
programs we outline later in this report.

Figure 2: Prior Training in Writing Instruction
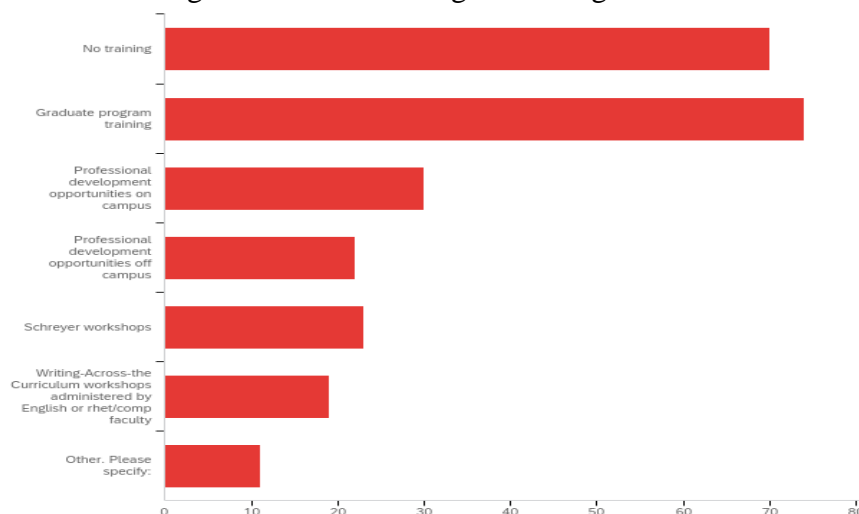
Almost half of the participants have not taught a W or first-year composition course.
When asked if faculty have taught a writing-intensive or composition course, 72 faculty (42%) reported that they have not taught a W-designated course or an English Composition course. Faculty who teach W-designated or English Composition classes have experience with writing intensive courses, since that feature is either built in or expected as part of the course outcomes. These instructors may be likely familiar with the ways to use writing for effective learning and assessment; however almost half of our participants do not have that expertise and may benefit from workshops/instruction in best practices for using writing.

Figure 3: Participants with Experience Teaching Writing in W or English Composition Classes

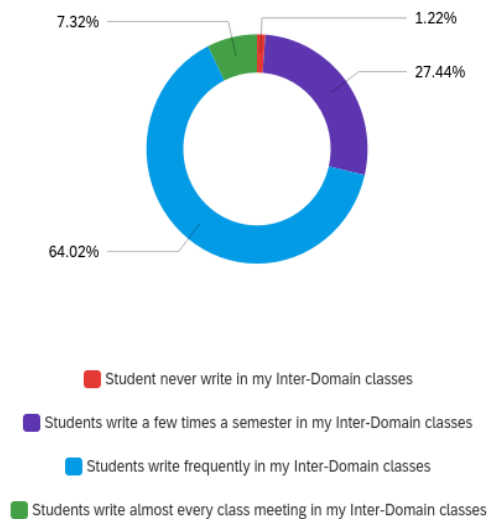| #	Field		Choice Count
1	Yes	57.40%	97
2	No	42.60%	72
			169

Showing rows 1 - 3 of 3

How Writing is Utilized in Inter-Domain Classes

Most Inter-Domain General Education classes require writing assignments.
Approximately 99% of Inter-Domain courses require student writing, with 64% of them writing "frequently." Faculty recognize the value of student writing and use it frequently throughout the semester. See Figure 4.

Figure 4: Frequency of Student Writing in Inter-Domain Courses

7.32%   1.22%
27.44%
64.02%

- Student never write in my Inter-Domain classes
- Students write a few times a semester in my Inter-Domain classes
- Students write frequently in my Inter-Domain classes
- Students write almost every class meeting in my Inter-Domain classes

6

Most Inter-Domain classes require a high quantity of writing.
The total number of pages of formal, graded writing assigned per semester ranged from 0-20+ pages (see Figure 5). Faculty reported 0-5 pages 20%, 5-10 pages 25%, 10-15 pages 33.5%, 15-20 pages 11.5%, and 20+ pages 9.76%. This indicates that faculty value writing as a means of learning and regularly implement it in their Inter-Domain courses.

Figure 5: Number of Written Pages Assigned Per Semester
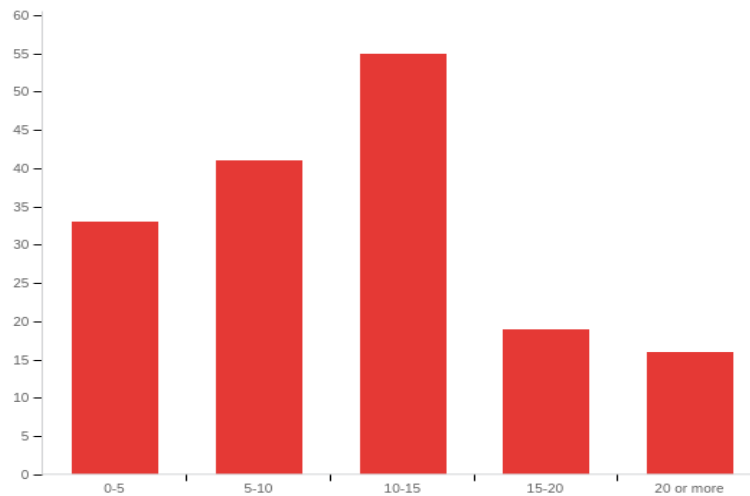
Out of class writing assignments are more common than in-class writing.
Faculty predominantly assign 72% out of class writing, 4% in-class writing, and 17% an equal amount of both (See Figure 6). Research suggests that in-class writing is beneficial, and the relatively low number of faculty who employ in-class assignments is revealing. Our training workshops will address this need and provide strategies for faculty to assign in-class assignments.

Figure 6: Dispersion of Out of Class and In Class Writing in Inter-Domain Classes
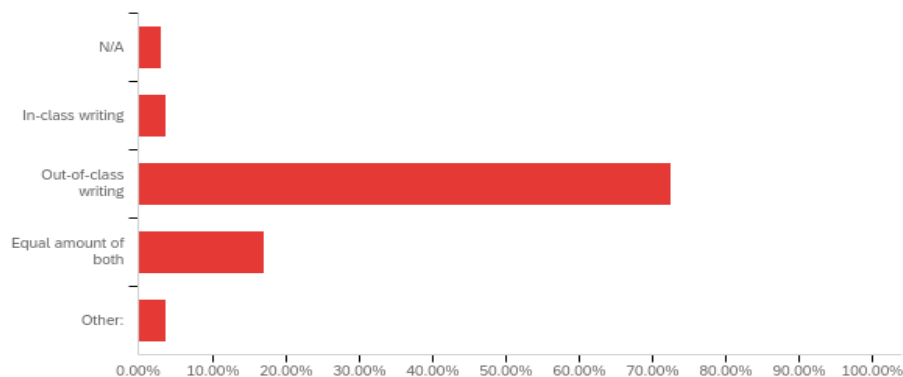
Inter-Domain classes use a wide variety of writing assignments.
Some types of writing assignments were utilized much more frequently as indicated by faculty who marked two or more of these assignments were taught in a semester. This group of assignments included:
- Essays: 66%
- In-class short assignments: 56.6%
- Class blogs or online discussion board posts: 54%
- Journals and reflections: 53%.

However, faculty marked the following assignments as never assigned in their Inter-Domain classes:
- Reports/lab reports: 76%
- Proposals: 62.9%
- Literature reviews or summaries; 61.9%
- Annotated bibliographies: 78%
- Evaluations: 70%
- Essay exams: 64%
- Peer reviews: 59%.

Peer reviews are a largely untapped resource.
When asked about assigned peer reviews in Inter-Domain courses (see Figure 7), only 17.5% of faculty chose to integrate them into their in-class sessions, while 14% of faculty assigned out of class peer reviews. 10.5% of faculty encouraged but did not require peer review and 16.5% of faculty encouraged the use of a writing center for feedback. Research shows that peer reviews can be a valuable learning tool for both the author and the reviewer.

Figure 7: Assigned Peer Review in Inter-Domain Classes
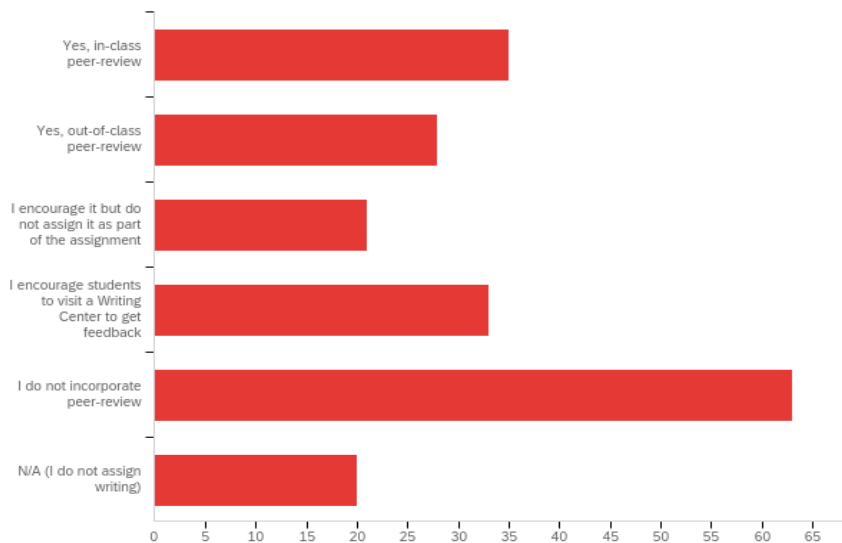
There is a lack of process-based writing in most Inter-Domain classes.
Process-based writing assignments for larger formal writing assignments, such as outlines, drafts, and revisions, were taught "occasionally" by 20.8% of faculty and "frequently" by 42.9% of faculty. Process-based instruction (focusing on the stages of a document rather than the final product) has been a cornerstone of writing pedagogy for more than five decades. The fact that fewer than half of Inter-Domain faculty are using a process indicates that more training in writing pedagogy is needed.

Students are writing primarily for internal audiences rather than external audiences.
The primary audience for student writing is the teacher at 34%, followed by classmates at 27%. Relatively few assignments were geared toward external public audiences (approximately 12% combining "public" and "outside expert" audiences). Students benefit from writing to real audiences outside of the classroom, and training should address strategies to enable students to write for external audiences.

Figure 8: Intended audience for Student Writing in Inter Domain Classes
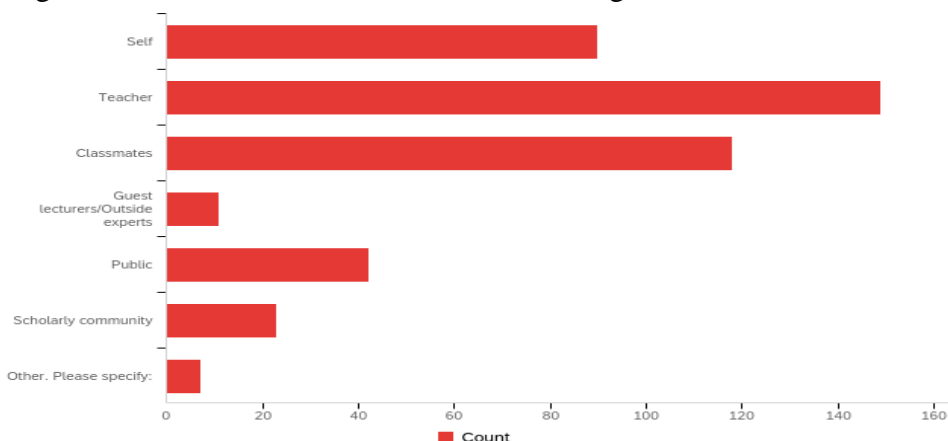

Rubrics are used in most Inter-Domain courses.
Rubrics are most frequently used in formal assignments (49%) and are somewhat used in both informal and formal assignments (34%). Faculty who use rubrics may benefit from strategies and best-practice discussions, while the small percentage of faculty who do not use rubrics (12%) may be encouraged to implement them through a discussion of the benefits.

Most faculty provide feedback on both the content and the writing of graded assignments.
About 86% of Inter-Domain faculty provide feedback on both content and writing, while 9% provide feedback on content only (See Figure 9). From the writing instructors' perspective, this finding was perhaps the most positive and encouraging statistic gathered through this survey since students benefit from content and writing feedback. At the same time, it is troubling that 5% of faculty provide no/minimal feedback on student assignments. Training workshops can

focus on the appropriate balance of feedback on content vs. writing, as well as strategies to maximize student learning and minimize instructors' time in responding.

Figure 9: Feedback on Graded Writing Assignments
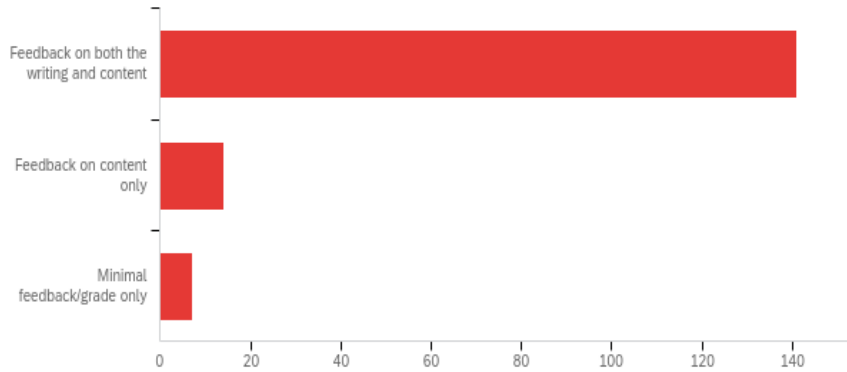
Confidence in Instruction and Interest in Training

Most faculty expressed some confidence in their overall effectiveness.
Faculty were asked to report their confidence level in eight different aspects of teaching and assessing writing. Most expressed some confidence in their overall effectiveness (See Figure 10). It is interesting to note that "designing assessment tools" scored highest in confidence, but lowest in extreme confidence. This indicates that faculty could benefit from instruction in rubrics and other assessment tools to develop further confidence. It is also worth noting that "assessing grammar, mechanics, and formatting" scored highest in extreme confidence among all aspects, suggesting that faculty do not need instruction in how to assess these writing skills.

Figure 10: Faculty Confidence in Teaching and Assessing Writing
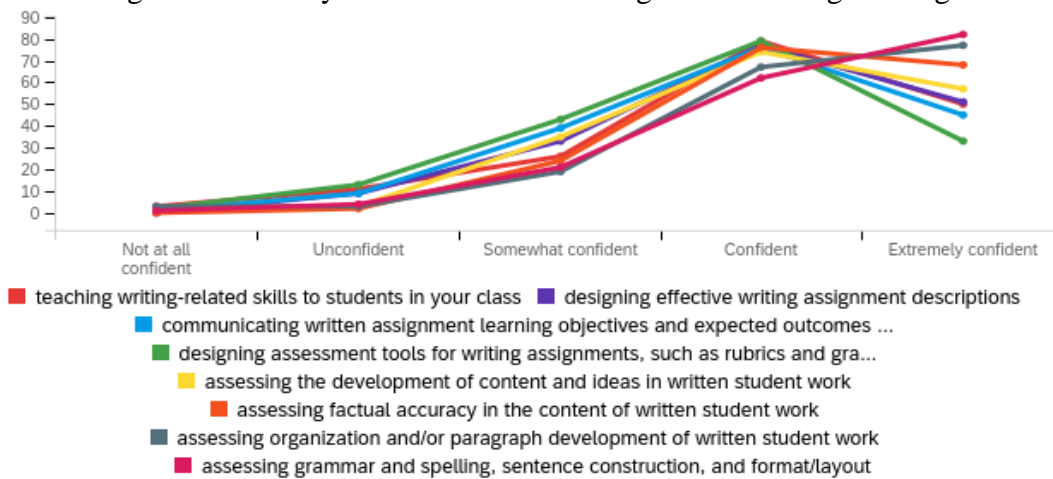
Faculty are willing and interested in workshops.
Approximately 66% indicated "Yes" or "Maybe" when asked if they would participate in training (See Figure 11). About one-third of respondents are uninterested in training. The shift to online instruction due to Covid-19 had little effect on their interest in instruction.

Figure 11: Faculty Interest in Workshop or Training Related to Writing Instruction
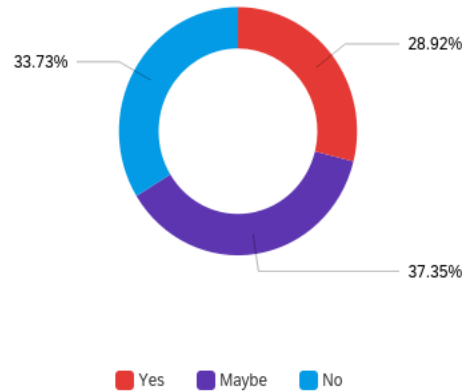
Most indicated an interest in learning or lack of knowledge in assessing student writing, using peer reviews, scaffolding assignments, and ungraded writing assignments.
Small group workshops were the most popular format choice at 46%, followed by large group presentations at 27% (See Figure 12). Faculty preferred "synchronous online courses" at 36% and "in-person" at 25% as the modes of instruction. Approximately 70% of faculty would be incentivized to attend training if a stipend is included. Spring and Summer are the two most popular timeframes for attending training workshops. About 30% of faculty preferred "several short sessions during common hour" while 29% preferred "one longer session during the summer."

Figure 12: Faculty Preference for Workshop Delivery
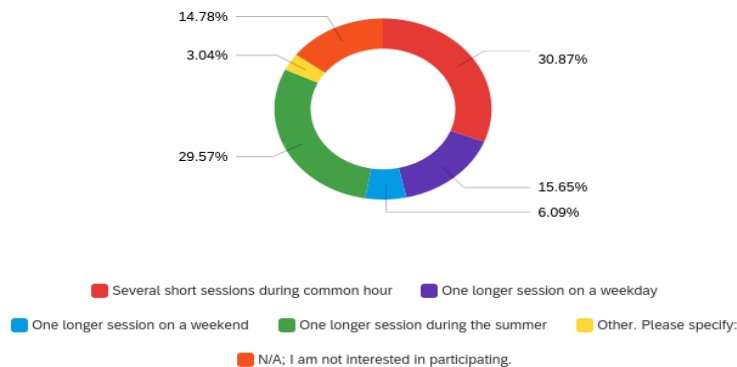
Focus Groups

Following the collection of survey data, the research team reached out to the 66 survey participants who agreed to be interviewed for this project. After a registration period, four faculty focus groups were held: one for University Park faculty and three for Commonwealth faculty. In total, we interviewed twenty faculty. The faculty were from a range of disciplines such as Art History, Biology, Education, Communications Arts and Sciences, Mechanical Engineering, English, Sociology, Kinesiology, Studio Art, and Earth Science.

In these 1-hour focus groups, the research team asked six questions after collecting information about the context of their teaching (the course, the size of the class, the frequency of teaching the course, etc.). The questions (See Appendix B) gathered information about faculty experience with teaching the writing process, their use of evaluative tools, and their perceptions of student writing strengths and challenges.

Student Writing Strengths
Faculty identified several strengths regarding student writing in their inter-domain courses. Most faculty identified that the interdisciplinary nature of the courses led to unique and diverse responses from students. Students are often asked to incorporate reading and writing from their "own" disciplines with new and unfamiliar disciplines to create more nuanced and comprehensive pieces of writing. In addition, many faculty incorporated collaborative projects in the inter-domain courses, which led to productive student engagement among students from different majors.

Faculty also discussed some of the strengths in particular assignments that were productive. Most faculty identified shorter, low-stakes, and informal reading assignments as being most productive in facilitating student learning. Students also presented effective arguments in much of their writing, and most recognized the value of effective argumentation and the necessity of good writing as part of their academic and professional lives.

Student Writing Challenges
All faculty in the focus groups mentioned the need for their students to conduct better quality research and synthesize sources as support in written work. Students struggle to incorporate sources as evidence in a meaningful way in written work.

Faculty also expressed concerns that students appeared to demonstrate surface knowledge of texts and had difficulty identifying a larger theme or purpose for those texts. This concern carried over to faculty desire to help students obtain better understanding of written texts and be able to articulate that understanding in writing. Some faculty reported that students could speak to the readings in class, but had trouble formulating written responses to the same material.

Some faculty felt that students often misread or misinterpreted the assignment descriptions, leading to poor performance on written work. A lack of "polish" was stated to be an issue, especially with written assignments submitted by first-year students. Rushed or incomplete written assignments were submitted, which faculty attributed to student procrastination and time management problems.

Faculty Experience Teaching Writing
Most faculty were not confident "teaching English" in their classes. They felt that they were not qualified to make comments on style, organization, development. Some faculty focused only on right/wrong items like grammar and format or on content correctness as opposed to evaluation of the student's expression of ideas or development of main points. Very little in class time is devoted to writing instruction or time for students to write or discuss their writing.

Most faculty reported that they felt uncomfortable using draft workshops or did not see how they could afford to allocate in-class time for draft workshops. Very little peer review of written work is used. Some scaffolding for written assignments is done as well as revision opportunities, but this was not commonplace across the focus groups.

Faculty Use of Assessment Tools
The number of students enrolled in the class made substantive feedback difficult. Student enrollment varied from 18-45 in the N classes taught by the faculty in the focus groups. The sheer amount of time needed to respond to every paper written by every student in a class of 45 students seemed overwhelming. Time management for assessment of written assignments was a large issue. Faculty seemed less inclined to provide formative, informal feedback on shorter assignments and focused more on summative assessments that provided justification for a grade on longer written assignments. Most expected individual written work from students in the form of essays or reports, as opposed to partners or groups. Several faculty expressed interest in developing new rubrics or modifying existing rubrics to assess written work.

Recommendations for Next Steps

During the summer of 2021, we will collaborate with faculty, students, and writing tutors to craft training that is appropriate for the campuses. This might be modeled after the WAC training we offer at the Berks (three 90-minute workshops focused on designing, creating, and evaluating student writing) but could also include training for embedded writing tutors or day-long conferences for Inter-Domain faculty. Format of workshops could be a Zoom meeting or in person, possibly in the summer or a couple of longer sessions all in the same day or week. As we consider more technology-mediated options, we will work with our local Center for Learning and Teaching. Our goal is to offer workshops during the 2021-2022 academic year.

Appendix A: Survey Questions

Inter-Domain Writing Assessment Survey Questions:

Intro Screen:

Thank you for participating in this survey about writing assignments in Inter-domain courses at Penn State. The survey will help us to learn more about how writing is used in these courses throughout the university, as well as how to support student writing through faculty training workshops, peer-tutoring, and other methods.

The survey consists of 30 questions about how you integrate writing in your teaching--in both Inter-domain and other courses. Please pay careful attention to the distinctions between Inter-domain and non Inter-domain courses in these questions.

The survey should take about 20 minutes to complete. At the conclusion, you will be asked for some demographic information. Your name and email address will only be used with your consent to provide information about writing workshops on your campus and/or to ask follow-up questions about this survey.

History of Teaching Writing:
1. In your courses that are **not** Inter-Domain courses, do you typically assign some writing, either as in-class or out-of-class activities/assignments? (This could include anything from formal short or long papers, to in class freewriting, to discussion board posts, etc).
    a. Yes
    b. No (if no, skip to question 3)

2. If yes, in your **non-**Inter-Domain classes, do you typically assign more in-class or out-of-class writing?
    c. More in-class writing
    d. More out-of-class writing
    e. Equal amount of both
    f. Other:_____

3. What is the typical course cap in your Gen Ed courses?
    a. Fewer than 25 students
    b. 25-35 students
    c. 35-50 students
    d. More than 50 students

4. Have you ever had any training for teaching writing? Check all that apply:
    g. No training
    h. Graduate program training
    i. Professional development opportunities on campus
    j. Professional development opportunities off campus
    k. Schreyer workshops
    l. Writing-Across-the Curriculum workshops administered by English or rhet/comp faculty
    m. Other: _____

5. On a scale of 1-10 (1= strongly disagree and 10= strongly agree), how would you respond to the following statements:
    n. Writing is an important way of assessing student learning
    o. Writing helps students learn course content
    p. Writing helps students develop knowledge and skills they will need in more advanced courses
    q. Student discussion is more productive when they have written down ideas before responding to a verbal prompt

6. On a scale of 1-10 (1= strongly disagree and 10= strongly agree), how would you respond to the following statements:
    r. Emphasizing writing will take time away from content
    s. Writing is time consuming to grade
    t. I am not knowledgeable enough about writing to help students with their own writing
    u. My class size is too large to assign writing
    v. Writing assignments are unsuitable for my course content
    w. Writing assignments are unsuitable for my teaching style

7. Have you taught any classes with a W suffix?
    a. Yes
    b. No

Self-Efficacy in Designing and Assessing Writing
8. On a scale of 1-10 with 1 being least confident and 10 being most confident, Please self-evaluate your confidence level in
    a. teaching writing-related skills to students in your class
    b. designing effective writing assignment descriptions and prompts
    c. communicating written assignment learning objectives and expected outcomes to students

d.   designing assessment tools for writing assignments, such as rubrics and grading standards

e.   assessing the development of ideas and concepts in written student work

f.   assessing content accuracy (facts and details) in written student work

g.   assessing organization and/or paragraph development of written student work

h.   assessing grammar and spelling, sentence construction, and format/layout

Inter-Domain Classes
For the following questions, please specifically consider the Inter-Domain courses you teach/have taught:

9. What is the typical format of your Inter-Domain course (pre-Covid-19)?
   a.   In-person
   b.   Hybrid
   c.   Online synchronous
   d.   Online asynchronous

10. In your Inter-Domain courses, how often do you typically assign writing, either as in-class or out-of-class activities/assignments? (For this question, consider anything from formal short or long papers to freewriting in class to discussion board posts to peer review assignments).
   a.   I assign no writing in my Inter-Domain courses
   b.   I assign a few in-class and/or out-of-class writing prompts
   c.   I assign many in-class and/or out-of-class writing prompts

If you do assign writing in your Inter-Domain courses, do you typically assign more in-class or more out-of-class writing?
   x.   More in-class writing
   y.   More out-of-class writing
   z.   Equal amount of both
   aa.   Other:_____

11. If you use writing in your Inter-Domain courses, evaluate the following attributes for writing assignments: Select all that apply: Students should already know these skills before taking my course; I teach these skills as part of my course; Students do not need these skills to successfully complete writing assignments in my course

   a.   Pre-writing skills such as outlining or brainstorming
   b.   Analyze an audience
   c.   Develop a main claim/thesis/hypothesis
   d.   Develop an effective argument or demonstrate critical thinking
   e.   Use evidence to support a main idea

f. Synthesize information across disciplines
g. Summarize/ paraphrase source materials
h. Integrate source material
i. Revise
j. Cite sources
k. Formating/organizing
l. Other skills:_____

12. How often do you use short, low-stakes writing assignments in your Inter-Domain courses?
    a. Never
    b. Rarely
    c. Occasionally
    d. Frequently

13. How often do you use formal, graded writing assignments in your Inter-Domain courses?
    1. Never
    2. Rarely
    3. Occasionally
    4. Frequently

14. In your Inter-Domain courses, how often do you assign the following: 1, 2, 3, 4, 5+

    a. Essay/analysis
    b. Reports
    c. Literature Reviews or Summaries
    d. Annotated Bibliographies
    e. Journals/Reflections
    f. Evaluations
    g. Multimedia projects
    h. Class blogs or online discussion board posts
    i. In-class short assignments
    j. In-class essay exams
    k. Other:_____

15. To which of these audiences do your students write in your Inter-domain courses? Check all that apply
    1) Self
    2) Teacher
    3) Public
    4) Scholarly Community

5) other_____

16. In your Inter-Domain courses, how important are the following goals for your formal writing assignments? Scale of 1-10
   a. Students demonstrate their knowledge of key details, dates, facts, and figures of the subject
   b. Students demonstrate their understanding of the key concepts and ideas of the subject
   c. Students apply their understanding of the subject to real-world examples or situations
   d. Students demonstratie how the subject is part of larger disciplinary, academic, or cultural conversations
   e. Students demonstrate critical thinking skills
   f. Students demonstrate other goals not mentioned here? Specify: _____

17. If you assign longer, more formal writing projects in your Inter-domain courses, do you integrate process-based stages such as outlines, drafts, or revisions?
   a. Never
   b. Rarely
   c. Occasionally
   d. Frequently
   e. n/a (do not assign formal writing projects)

18. Do you incorporate peer-review in longer assignments in your Inter-domain courses?
   a. Yes, in class peer-review
   b. Yes, out of class peer-review
   c. I encourage it but do not require it as part of the assignment
   d. I encourage students to visit a Writing Center to get feedback
   e. I do not incorporate peer-review
   f. n/a (do not assign formal writing projects)

19. What percentage of the overall course grade in your Inter-domain courses is based on writing assignments? (10% increments?)
0-10%
11-20%
21-30%
31-40%
41-50%
51-60%
61-70%
71-80%
81-90%

91-100%

20. On average, how many pages of formal, graded writing do you assign in a typical Inter-Domain course?
 0-5;
5-10;
10-15;
15-20;
20 or more)

21. Do you use a rubric to grade student writing assignments in your Inter-domain courses?
    a. Never
    b. Rarely
    c. Occasionally
    d. Frequently
    e. n/a (do not assign formal writing projects)

22. What type of feedback do you provide on student writing assignments in your Inter-domain courses?
    a. Feedback on both the writing and content
    b. Feedback on content only
    c. Minimal feedback/grade only

23. What other thoughts, ideas, or concerns do you have about writing in Inter-domain courses? Please share your response below.

Interest in Writing-based Training

24. Are you interested in participating in writing instruction workshops on your campus?
Yes
No
Maybe

25. If so, what aspects or subjects related to writing instruction would you be most interested in addressing in a workshop?

26. Does the shift to online instruction (due to COVID-19) make you more or less interested in learning about writing instruction?
Less likely
Equally likely

Has no impact

27. What is your level of interest in the following categories of writing instruction? (Score 1-10)
    a. Designing a course that integrates writing at various levels
    b. Learning about different types of writing assignments
    c. Discussing grading and assessing student writing

28. In what semester would you most likely participate in a writing instruction workshop? (select all that apply)
    a. Fall
    b. Spring
    c. Summer

29. What timeframe would you prefer for attending writing instruction workshops?
    a. Several short sessions during common hour
    b. One longer session on a weekday
    c. One longer session on a weekend
    d. One longer session during the summer
    e. Other: _____

30. Writing workshops often include a stipend for participants because of the time commitment and the likelihood of course restructuring and revision. Would a stipend encourage you to participate in a writing workshop?
    a. A stipend would incentivize me to participate
    b. A stipend would not incentivize me, and I would not participate
    c. A stipend would not influence my decision either way

Demographic Information:

31. Name (will be kept confidential)

32. Email address (will be kept confidential)

33. Can we contact you to provide information about writing workshops and/or follow-up questions concerning this survey?
    a. Yes
    b. No

34. Gender:
    a. Male/man

b. Female/woman

c. Genderqueer/gender nonconforming

d. Trans male/Trans man

e. Trans female/Trans woman

f. Different identity (please self-identify):_____

g. I prefer not to answer

35. Do you identify as a native English speaker?

a. Yes

b. No

36. Rank:

a. Assistant Professor

b. Associate Professor

c. Professor

d. Lecturer/Instructor

e. Assistant Teaching Professor

f. Associate Teaching Professor

g. Teaching Professor

h. Adjunct Professor

i. Visiting Professor

j. Graduate Student

k. Other:_____

37. Campus you primarily teach at:

bb. Abington

cc. Altoona

dd. Beaver

ee. Berks

ff. Brandywine

gg. Dubois

hh. Erie

ii. Fayette

jj. Greater Allegheny

kk. Harrisburg

ll. Hazleton

mm.   Lehigh Valley

nn. Mont Alto

oo. New Kensington

pp. Schuylkill

qq. Scranton
rr. Shenango
ss. University Park
tt. Wilkes-Barre
uu. World Campus
vv. York
ww.　　　Other: _____

38. Department/Division/Program you teach in:

39. What is your typical course load per semester/year (ex. 3/3)?

40. Consider your teaching load in a typical academic year, in which program do you teach *the majority* of your courses. If there is an equal number, check "other" and note which programs tie:
    xx. General education program
    yy. Major
    zz. Graduate program
    aaa.　　　Other: _____

Appendix B: Focus Group Questions

Interview Protocol

1. Introduce yourself, give a bit of context for the course, and describe the kinds/amount of writing you assign.
2. What aspects of student writing are strongest in your experience teaching Inter-Domain classes?
3. What are common problems/weaknesses with students writing in their Inter-Domain classes?
4. What do you find most challenging about incorporating writing into your Inter-Domain courses?
5. What process do you use with students to complete longer writing assignments? Do students work on longer projects in stages? What kind, if any, feedback do you offer at various stages of the writing process?
6. What type of feedback do you give students on graded writing assignments? What are the strengths and limits of giving that type of feedback?