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Faculty Senate Monthly Packet November 2005

Portland State University Faculty Senate

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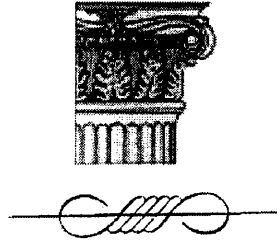
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Claudia Weston, Asst. Director
Library Technical Services
LIB-W

SENATORS ARE REMINDED
TO FORWARD THE NAME OF HIS/HER ALTERNATE TO THE
SECRETARY TO THE FACULTY, AS SPECIFIED BY THE
PSU FACULTY CONSTITUTION, ART. V., SEC. 1., 3).

THE PORTLAND STATE UNIVERSITY
FACULTY SENATE



MEETING PROTOCOLS

- When recognized by the Presiding Officer, please state your name and department, loudly and clearly, so your statement will be identifiable on the recorded transcript.
- When making a motion or an amendment, you are required to provide a written copy to the Secretary immediately.
- If you have arrived after Roll Call, please inform the Secretary in writing by the end of the meeting.
- Senators and Ex Officio members of the Senate, are requested to sit below the transverse aisle. The recording microphones don't pick up sound from the gallery section.
- Please turn off cell phones and beepers.

PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **November 7, 2005**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the October 3, 2005, Meeting
- C. Announcements and Communications from the Floor

Announcements

PERS Briefing – Assoc. of Oregon Faculty

President's Report

Provost's Report & Budget Update

- D. Unfinished Business

None.

- E. New Business

*1. Proposal to Approve An Upper Division Writing Requirement - Carter

- F. Question Period

- 1. Questions for Administrators
- 2. Questions from the Floor for the Chair

- G. Reports from Officers of the Administration and Committees

1. Report of the Interinstitutional Faculty Senate Meeting of 8-9 October at OIT - Burns

- H. Adjournment

***The following documents are included with this mailing:**

B Minutes of the Meeting of October 3, 2005

E-1 Upper Division Writing Proposal, including Ad Hoc Writing Committee Report of June 2005

***** 2005-06 PSU FACULTY SENATE ROSTER *****

******2005-06 STEERING COMMITTEE ******

Presiding Office: Duncan Carter
 Presiding Officer Pro tem: Robert Mercer
 Steering Committee Kathi Ketcheson
 John Rueter, Carl Wamser, &
 Dan Fortmiller (Comm on Comm), *Ex officio*

******2005-06 FACULTY SENATE******

All Others (13)

Endress, Wendy	SD	2006
Oceguera, Tonantzín	SD	2006
Hoffman, Agnes	ADM	2006
Toppe, Michelle	OSA	2006
Cardenas, Jennifer	ADM	2007
Hagge, Tim	CAPS	2007
*Oceguera, Tonantzín (Fortm.)	OSA	2006
Shattuck, Aimee	WRC	2007
Stoering, Juliette	OIRP	2007
Angell, Nate	OMC	2008
Gregory, Mark	OIT	2008
Ketcheson, Kathi	OIRP	2008
Squire, Patricia	ALUM	2008
Thompson, Dee	CARC	2008

Business Administration (6)

Gillpatrick, Thomas	SBA	2006
Johnson, Raymond	SBA	2007
Mathwick, Charla	SBA	2007
Buddress, Leland	SBA	2007
Ramiller, Neil	SBA	2008
Yuthas, Kristi	SBA	2008

Education (6)

*Thao, Yer (Farahmandpur)	ED-CI	2006
Wosley-George, Elizabeth	ED	2006
Stevens, Dannelle	ED	2007
Halverson, Susan	SPED	2007
Caskey, Micki	ED	2008
Isaacson, Stephen	SPED	2008

Engineering and Computer Science (10)

Anderson, Timothy	ETM	2006
Meekisho, Lemmy	ME	2006
Hook, James	CMPS	2006
Bertini, Robert	CE	2007
Lall, B Kent	CE	2007
Shapiro, Leonard	CMPS	2007
Black, Andrew	CMPS	2008
Maier, David	CMPS	2008
Recktenwald, Gerald	ME	2008
Feng, Wu-chi	CMPS	2008

Extended Studies (3)

Repp, Betty Jean	XS-Sal	2006
Sedivy, Glen	XS-ESP	2007
Livneh, Cheryl	CEED	2008

Fine and Performing Arts (6)

Hansen, Bradley	MUS	2006
Grant, Darrell	MUS	2006
Fosque, Walton	ART	2007
Tate, William	TA	2007
Fletcher, Harrell	ART	2008
Knights, Clive	ARCH	2008

*Interim appointments indicated with asterisk

Liberal Arts and Sciences (37)

*Becker, William (Koch)	CSE	2006
*Bleiler, Stephen(M.Enneking)	MTH	2006
Cummings, Michael	GEOL	2006
*Fernandez, Oscar (Brower)	FLL	2006
Fountain, Robert	MTH	2006
George, Linda	CSE	2006
Johnson, Daniel	GEOG	2006
Latiolais, Paul	MTH	2006
Mercer, Robert	CLAS	2006
Padin, Jose	SOC	2006
Smallman, Shawn	OIA	2006
Bulman, Teresa	GEOG	2007
Carter, Duncan	ENG	2007
Crawshaw, Larry	BIO	2007
Fischer, William	FLL	2007
Kominz, Laurence	FLL	2007
*Mandaville, Jon (Biolsi)	HST	2007
Mercer, Lorraine	ENG	2007
Rueter, John	ESR	2007
*Schechter, Patricia (Ames)	HST	2007
Shusterman, Gwen	CHEM	2007
Wadley, Stephen	FLL	2007
Wamser, Carl	CHEM	2007
Collier, Peter	SOC	2007
Morgaine, Carol	CFS	2007
Agorsah, Kofi	BST	2008
Balshem, Martha	CAE	2008
Brown, Kimberly	LING	2008
Burns, Scott	GEOL	2008
Kapoor, Prya	SP	2008
Medovoi, Leerom	ENG	2008
Reder, Stephen	LING	2008
Watanabe, Suwako	FLL	2008
Weasel, Lisa	BIO-ORB	2008
Wetzel, Patricia	FLL	2008
Works, Martha	GEOG	2008

Library (3)

Jackson, Rose	LIB	2006
Larsen, Thomas	LIB	2007
Brenner, Michaela	LIB	2008

Other Instructional (4)

Reynolds, Candyce	UNST	2006
MacCormack, Alan	UNST	2007
Flower, Michael	HON	2008
Labissière, Yves	UNST	2008

Social Work (6)

Brennan, Eileen	SSW	2006
*Yatchmenoff, D. (Corcoran)	SSW	2006
Hunter, Richard	SSW	2007
Jivanjee, Pauline	SSW	2007
Cotrell, Victoria	SSW	2008
Powers, Laurie	SSW	2008

Urban and Public Affairs (8)

Dill, Jennifer	USP	2006
Lawrence, Regina	PS	2006
Howe, Deborah	USP	2006
McBride, Leslie	PHE	2007
Sharkova, Irina	PRC	2007
Clucas, Richard	PS	2008
Farquhar, Stephanie	SCH	2008
*Wollner, Craig (Rose)	IMS	2008

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, October 3, 2005
Presiding Officer: Duncan Carter
Secretary: Sarah E. Andrews-Collier

Members Present: Agorsah, Anderson, Angell, Becker Bertini, Black, Brennan, Brenner, Brown, Buddress, Burns, Carter, Caskey, Clucas, Collier, Cotrell, Crawshaw, Cummings, Dill, Endress, Farquhar, Feng, Fernandez, Fischer, Flower, Fosque, Fountain, George, Gillpatrick Gregory, Hagge, Halvorsen, Hansen, Hoffman, Hook, Howe, Jackson, Jivanjee, R. Johnson, Ketcheson, Knights, Kominz, Labissiere, Larson, Latiolais, Livneh, MacCormack, Maier, Mandaville, McBride, Medovoi, L. Mercer, R. Mercer, Miller-Jones, Morgaine, Oceguera, Powers, Ramiller, Rectenwald, Reder, Repp, Reynolds, Rueter, Schechter, Sedivy, Shapiro, Sharkova, Shattuck, Shusterman, Smallman, Squire, Stevens, Tate, Thompson, Toppe, Wadley, Wamser, Watanabe, Weasel, Wetzel, Wollner, Yuthas.

Alternates Present: Garbarino for Cardenas, Fountain for Dan. Johnson, Brenner for Padin, _____ for Works.

Members Absent: Balshem, Bleiler, Bulman, Fletcher, Grant, Hunter, Isaacson, Kapoor, Lall, Lawrence, Mathwick, Meekisho, Stoering, Thao, Wosley-George, Yachmenoff.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Burton, Diman, Dyck, Feyerherm, Fortmiller, Harvey, Kaiser, Koch, LaTourette, Mack, McVeety, Murdock, Nelson, Rhodes, Spalding, Wallack.

A. ROLL

B. APPROVAL OF THE MINUTES OF THE JUNE 6/13, 2005, MEETING

The meeting was called to order at 1504. The minutes were approved as published.

C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

Changes in Senate/Committee memberships since June 6, 2005:

Faculty Senate: Tonantzin Oceguera replaces Dan Fortmiller, who is now Ex officio and therefore ineligible to serve, eff. Sept 20, 2005. Craig Wollner replaces Melody Rose.

Committee on Committees new members: Leonard Shapiro (ECS), Jon Mandaville (CLAS), Dee Thompson (AO), _____ (FPA).

Committees: Misty Hamideh has resigned from AAA. Jeff Gerwing has resigned from the Budget Committee.

CARTER thanked Senators again for his election. He noted that response to the Steering Committee survey soliciting the issues of importance to the Senate has been very good. Seventy-three people have responded to date, with the number one issue being salary, number two being the balance between fixed-term and tenure track faculty, and number three being growth-related issues, for example class size, space, scheduling, etc. CARTER noted he would resend the solicitation again in the coming week.

CARTER briefly reviewed Faculty Senate protocols.

CARTER noted, in accordance with normal governance procedures, President Bernstine approved actions of the PSU Faculty Senate meeting at the June 6/13, 2005 meeting.

CARTER recognized ANGELL who reminded Senators to take the Integrated Marketing Survey, and urged Senators to participate in faculty focus groups on 21 October. CARTER urged Senators to participate, noting the primary importance of faculty in shaping the university's public face.

President's Report

BERNSTINE welcomed the faculty back. He noted that, as he said at Convocation, there was a good effort to stop the disinvestment in higher education in the final Legislative budget, however the \$4 Million increase in funding is offset by a \$7 Million increase in expenses at Portland State. Final budget numbers will not be available until Fall 2005 enrollment is tallied. BERNSTINE noted he is aware that faculty are concerned about salaries and he is committed to ensuring that contract negotiations are concluded as quickly as possible. He yielded to Sherril Gelmon to discuss the Accreditation site visit.

GELMON discussed the Accreditation visit and urged faculty to review the Self-study and attend the open campus meeting for faculty during the site visit on 24 October (attachment). In response to a question, she noted that the "PSU Portfolio" report, is entirely electronic and she thanked Kathi Ketcheson and her staff for their fine work. Applause.

K. BROWN asked if the site visit would be cancelled if contract negotiations were not concluded. RHODES stated no, as the self-study is for the previous ten years, not including this year.

Provost's Report

KOCH welcomed the faculty and noted that he has been requested by the Presiding Officer to say a few remarks about what he wants to work on this year. He also has several announcements.

KOCH noted he talked with people about the state of the institution after he started work this summer. Two issues that came to the fore were research administration and the need for improvement of the processes involved. He will be working with Vice Provost Feyerherm and Vice President Desrochers to improve the pre- and post-award processes.

Aside from the ongoing discussions about Extended Studies, there is a larger issue about whether and how to extend the PSU campus. We have an acute shortage of space. There are discussions in progress about offering PSU courses on the community college campuses in addition to Chemeketa. There are some newer efforts in that regard, with respect to offering graduate engineering programs in Washington County. Additionally, on-line instruction is a strategy for extending the campus.

KOCH noted he is very concerned about faculty salaries, and the balance between types of faculty previously mentioned today. He noted that the other major concern is around enrollment increases and how we can respond to that problem by addressing the mix of students. We are heading in the direction of no state support within a decade so we need to proceed to decide how we can change the model for funding the institution. And we all know we can't improve what we are doing without resources.

KOCH announced he has formed a small ad hoc committee to review technology transfer and intellectual property development. The membership, selected for their specific expertise in these issues is as follows: Don McClave (chair), Dick Knight, (vice-chair), Melissa Appleyard, SBA, Steve Benight, CLAS, Dan Hammerstrom, ECS, Jim Houston, SBA. Dean Scott Dawson, SBA, Bill Hostetler, GSR, and Jon Clemens, Sharp Technology Ventures. Hopefully, another group will also be convened to review educational and instructional technology.

D. QUESTION PERIOD

There were no questions.

E. UNFINISHED BUSINESS

None

F. NEW BUSINESS

None

G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Report of the Advisory Committee on Academic Information Technology

RHODES reported for the committee on their activities over the past year and distributed an abstract (attachment). He noted the web address of the committee is www.acait.pdx.edu.

2. Report (Interim) of the Ad Hoc Committee to Review University Studies

C. BROWN presented the report ("G-2") with committee member Ken Peterson, noting that in short the report discusses the committee's summer activities, which include initial findings and a process outline. She noted the committee web address listed in the report, is in error, indicating that the "www" should not be included. She concluded, Fall term will be about gathering information and Winter term will be about deliberations and forwarding recommendations.

CARTER moved the meeting to a committee of the whole for no more than thirty minutes, to discuss the University Studies program.

CARTER called the meeting back to order and thanked the members for their participation in gathering input for the committee.

H. ADJOURNMENT

The meeting was adjourned at 1628.

Advisory Committee on Academic Information Technology (ACAIT) Senate Report - October 3, 2005

Following the direction of the ACAIT and the current Technology Plan, the PSU Office of Information Technologies:

- Made technology upgrades to 34 classrooms though out campus
- Relocated Classroom and Audio Visual Services to a larger location in SMSU – and expanded pool equipment for students and faculty
- Added more AV equipment closet locations for better campus service
- Created a new “PSU Online” web presence that offers “one-stop” for all PSU online course information, news and WebCT access
- Working in cooperation with Extended Studies, created 48 additional fully on-line or hybrid online courses including those in the Criminal Justice Program, Social Work and Liberal Studies Degree Completion areas
- Created “Academic Research Computing” unit
 - Unit has office in Neuberger Hall and consists of 1 manger and 6-Graduate Research Assistants ready to help researchers
 - Now supporting research technology efforts of 20+ faculty
 - Growing through support from OIT, OGSR, and individual faculty research grants
- Added Research Computing Resources including:
 - Created special research GIS, Web, and Database Servers
 - Built a expandable 16 Node High Performance Parallel Computing Platform
- Improved campus infrastructure including enhancements to:
 - Campus Internet speeds
 - Campus E-mail performance and Spam control
 - Desktop and antivirus virus security
- Began revision of the Portland State University Technology Plan to be completed in 2005-06.

FOR DISCUSSION WITH SENATE PSU Accreditation Site Visit

IN THE SELF-STUDY:

We discuss four strategies used by PSU that characterize most of what we do:

- ◆ Collaboration
- ◆ Increased use of technology
- ◆ Flexibility
- ◆ Creative approaches to problems

We stress three themes throughout our work at PSU:

- ◆ Community and Global Connections
- ◆ Research and Scholarship
- ◆ Undergraduate Teaching and Learning

We focus on five key values that affect our on-going work:

- ◆ Our institutional environment – tight resources/creative ways to off-set decline in state \$
- ◆ Growth
- ◆ Engagement
- ◆ Diversity
- ◆ Internationalization

Commendations from last visit:

- ◆ Urban university mission shared with community
- ◆ Vision of university administration
- ◆ Research and grant activity increases and quality of faculty
- ◆ Computer access and availability
- ◆ Recognition of seriousness of faculty salary problem
- ◆ Conception and development of University District plan.

SITE VISIT DATES:

October 24-26, 2005

OPEN CAMPUS MEETING WITH FACULTY:

Monday, October 24, 3:00 – 4:00, location Smith Center 294

PORTFOLIO WEBSITE:

www.portfolio.pdx.edu

Proposal to Faculty Senate for Approval of an Upper Division Writing Requirement

Hildy Miller, Director of Writing, English,
and Chair of the University Writing Committee
(Presented to the PSU Faculty Senate. June 6, 2005)

I am asking for Faculty Senate approval to move forward with the process of putting into place an upper division writing requirement recommended by the University Writing Committee.

For your convenience, details of the upper division writing requirement are listed first. Then the details of the entire writing plan proposed and approved by the committee follow, so that Faculty Senate members can see the context in which we make this recommendation.

- **Upper Division Writing Requirement:**

Overview: The committee has recommended instituting an upper division required course for students: WR 323 (Writing as Critical Inquiry) or WR 300 (Writing in the Disciplines) or other upper division writing course developed specifically for a department but offered in English, or a WIC course (writing intensive course) or writing course offered in the student's major department. This requirement is designed to respond to the increasing number of upper division transfer students, often non-native speakers; it will guarantee that all our graduates have upper division writing instruction; and it will strengthen writing in the majors as well as writing in the University Studies (UNST) Clusters where some of these courses will likely appear.

As it stands now, few disciplines at PSU have actually provided writing instruction for their students. Those few that do have consulted with English in developing their own writing courses, making use of our courses, and deciding where to put a writing intensive course. The Speech Communications department is an exemplar of this approach and could provide a model for others. A few have collaborated with English's writing center and WIC program in developing their own disciplinary writing guides. Some departments may wish to have a UNST Cluster course be their designated site of writing instruction and others may place their writing instruction at another chosen discipline-specific or curriculum-appropriate site. We would like to see each department make its own choices about the kind and location of writing instruction needed by its students.

Current Status: We already have 23 writing courses and 23 WIC classes in place each year. We will need approximately 60 more classes; with this figure including turning department courses already being offered into writing intensive courses.

2004-5 University Writing Committee Plan for Decentralized Writing at PSU

Decentralized Writing Ten Years In

In 1994 PSU switched from a centralized writing program (2 writing courses offered in English) to a decentralized writing program (general literacy instruction offered in UNST, primarily FRINQ). Now, ten years later, we find that part of the original agenda for decentralizing writing has not been achieved. So over the last three years the University Writing Committee (UWC) has been working on next steps and formulating recommendations to improve the way we deliver writing instruction at PSU. The University Writing Committee that drafted the plan consisted of Hildy Miller, English; Greg Jacob, English; Carol Burnell (then writing center coordinator), English; Judy Patton, University Studies; Phil Jenks, University Studies; Michael Flower, University Studies; Ellen West, Business; Carol Mack, Education; and Associate Dean Duncan Carter and Vice Provost Terry Rhodes.

The most significant development affecting writing instruction throughout the last decade has been several marked shifts in the students we serve. These developments, which I will detail below, were not much in evidence in 1994 when decentralized writing was first implemented.

- We are seeing large numbers of transfer students, many transferring in at mid-career; others transferring in and out at all stages; others taking courses from PCC and PSU simultaneously. (One report identified over 57 patterns of transfer.) Thus, many students transferring in and out are not benefiting from writing instruction in FRINQ.
- Because of the transfer patterns, few of our graduates actually take FRINQ. A recent study indicated that only 11% of PSU graduates actually took FRINQ, presumably because of the transfer patterns. Yet, it is these graduates, regardless of where they studied along the way, who form an impression on their employers in the business community, government, nonprofit agencies, and others of how well or poorly we are teaching PSU students to write.
- We are now seeing large numbers of non-native speakers (both international and immigrant students) at every level from freshman year to graduate school. These students need concerted and specialized help with jumping over the linguistic and cultural barriers to doing academic writing in English. English and Linguistics have partnered effectively in recent years to develop cheap and effective ways to meet this need. And, of course, internationalization is one of PSU's important goals.
- Students entering PSU from Oregon secondary schools have increasingly varied and uncertain writing abilities, perhaps due to the state's ongoing financial difficulties. Those of us who participate regularly in articulation efforts with the secondary schools (the PASS effort; the Challenge and LINK programs overseen by Karen Tosi; and others) have been struck by both the limited occasions high school students have for writing and the very limited and often outdated forms of writing instruction they receive.

Because of the changes in our students described above, FRINQ and/or UNST simply cannot be expected to meet this diverse set of student needs alone. They must certainly

continue to do their part. However, the University Writing Committee agrees, this responsibility must be shared with English and the disciplines.

Decentralized writing at PSU needs to include the full participation of not just UNST (which provides general literacy skills and an integrated writing experience) but also English (which provides specialized writing of all sorts and writing expertise) and the disciplines (disciplinary writing, particularly at the upper division level). (See attached decentralized writing graphic.) All three sites must be active participants. English, in particular, sees as one of its primary responsibilities the support of UNST and the disciplines through its writing courses, studios, writing center, writing intensive course program, and other venues under development.

We developed this plan with an eye to making it as affordable as possible—minimum spending to get a maximum job done. Here are its major components:

- **Research and Development Project for the Improvement of Writing Instruction at PSU:**

Overview: In order to provide a solid scholarly foundation to our recommendations for improving existing methods of writing instruction and proposing new ones, the Writing Across the Curriculum Team (Hildy Miller, Duncan Carter, Hugo du Coudray) has been conducting a long-term research project. Its overall purpose is to examine broadly the many sites in which writing instruction takes place throughout the university curriculum; describe the current status of student writing abilities; and gather the perspectives of all stakeholders (faculty, students, and community partners). Its goal is to survey students, faculty, and potential employers preparatory to designing experimental writing courses and other venues, whose effectiveness will be field-tested. The study is proceeding in three stages:

Stage 1: Currently, we are in stage 1 of the research project, which is the discovery and documentation of the experiences, attitudes, and needs of students, faculty, and potential employers. We hope to discover what students know about writing, where they learned it, what problems they faced, what they found most helpful, and how they define an effective writer; expectations and assessment of student writing will come from faculty and employers.

Stage 2: This stage begins with analyzing survey results and disseminating findings to the university. Focus groups of students and faculty, will engage the resulting account of the status of writing instruction at PSU and suggest directions for future instruction. These suggestions will go to a panel of students and faculty from those programs now charged with writing instruction. This panel will help to evaluate current writing courses/programs, design experimental programs, implement them, and design outcome measures.

Stage 3: During this stage, we will conduct experimental programs and measure outcomes. Students will be followed throughout their subsequent schoolwork and after graduation to measure outcomes of experimental courses/programs. Do these new methods produce effective writers? Outcome measures will be developed in cooperation with faculty and employers.

Current Status: Right now we have collected about 1200 student surveys and are beginning to generate statistical data.

- **Directed Self-Placement:**

Overview: PSU has had no system of writing placement over the last decade. The committee developed drafts of materials to send to incoming freshmen to enable them to make decisions about the kind and amount of writing instruction they need in order to succeed. (Directed self-placement is a form of writing placement in which students themselves decide what sorts of writing instruction they need.) Imagine the first year writing experience as a kind of “stretch model”: Students may opt for various combinations of FRINQ either alone or with courses in writing or linguistics, or with tutorial help from the writing center. (Some students may opt for FRINQ alone; others may wish to take WR 115 or LING 115 and WR 121/WR 121 for International Students, plus FRINQ; others just WR 121 or WR 121 for International Students, plus FRINQ; still others may wish to take a quarter long tutorial in the writing center; or just go for occasional tutorial help in the writing center.) Similar information sent to incoming transfer students above first year levels, will tell them of other writing courses such as WR 222 Research Writing, WR 323 Writing as Critical Inquiry, and WR 300 Writing in the Disciplines, along with the writing center and other resources.

Results: An abbreviated version of directed self placement (DSP) began during the summer of 2003 and has been in effect for 2 years. Thus far, DSP has been very successful in notifying students of writing options and resources. Fall quarter 2003 saw 70 extra students in WR 121, with increases in other writing courses comparable throughout the year; our grammar refresher studio is full. Altogether we served about 600 first year students in our writing courses. We don’t know if writing center demand increased last year because cutbacks forced a reduction in services there. Feedback that we have received from FRINQ indicates that both DSP and the writing center are critical to assisting them in their efforts to teach writing. Key to the striking success of DSP thus far has been the collaborative efforts of advisors, chairs of departments, and directors of programs, ESL and International programs coordinators, instructors of first year students, freshman orientation leaders, and others.

Current Status: Because of lack of funds, we have only been able to send out an electronic version of DSP for the last two years. A more complete form of DSP would also include mailings and more descriptive material.

- **Upper Division Writing Requirement:**

(See opening section.)

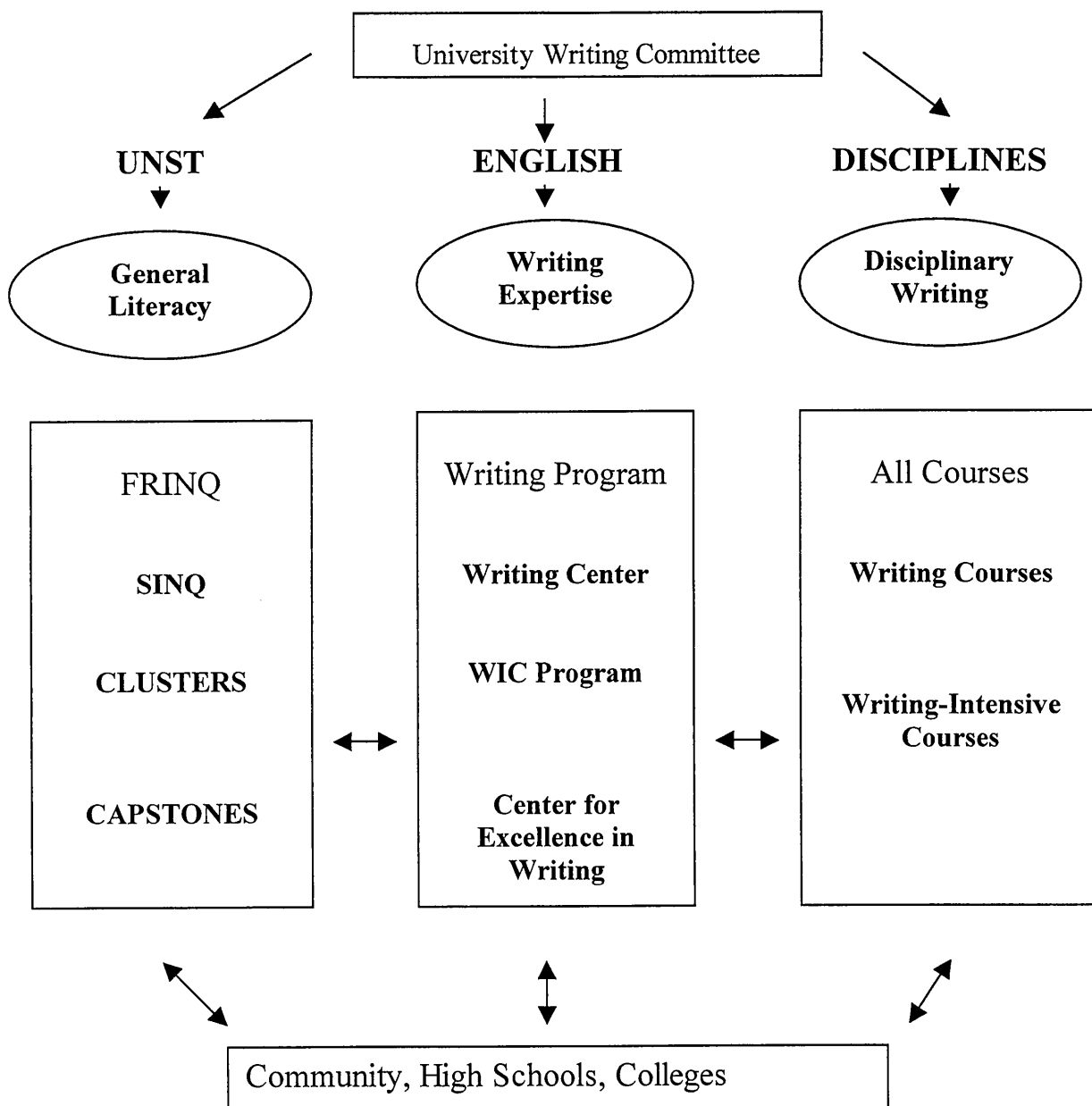
- **Senior Year Writing Assessment:**

Overview: The University Writing Committee has recommended a portfolio writing assessment in senior year modeled on the FRINQ writing portfolio. The FRINQ model uses a representative sample rather than assessing every student, which makes it affordable. Furthermore, if this senior year assessment were conducted only every second or third year, it would be both affordable and still give us information on how well the decentralized writing program is doing and how well our students are writing when they graduate. The two

forms of writing assessment—freshman year and senior year—could effectively bookend the writing experience of PSU students.

Current Status: For this ongoing assessment, we need funds to conduct the assessment and, ideally, the rest of the recommendations in place—full DSP and the upper division writing requirement.

Writing Across the Curriculum at PSU *Decentralized Model of Writing*



**History of the Proposal to Approve an
Upper Division Writing Requirement**

**Portland State University
Faculty Senate Proceedings, 2004-05,**

PSU Faculty Senate Meeting
June 6, 2004
pages. 56-57

P. 56:

CARTER/____ MOVED “the Senate charge the Academic Requirements Committee to move forward with the process of implementing an undergraduate writing requirement, as recommended by the Writing Committee.

P 57:

_____/CARR MOVED TO TABLE THE MOTION.

THE MOTION PASSED by unanimous voice vote.