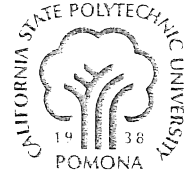


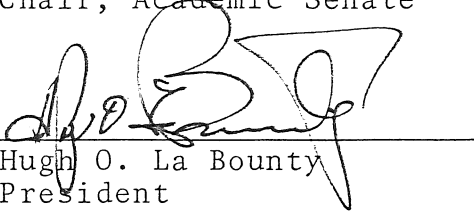
# Memorandum



Date: February 10, 1987

To: Dr. Dolores A. Barsellotti  
Chair, Academic Senate

Copy: Christensen  
Castro

From:   
Hugh O. La Bounty  
President

Subject: Response to AS-621-867/EPC, Mandatory Writing Assignments  
in All Classes

By copy of this memorandum I am asking the Acting Provost and the Dean of Instruction, as the appropriate administrators, to discuss with the Steering Committee the possibility of "more tangible forms of support" and the problem you identify as "there may be faculty who are not well trained in the specifics of diagnosing and correcting student writing and, additionally, may not be in a position to do it in a timely manner."

The Steering Committee should be prepared to give these administrators specific information on the number of faculty, by school or department, who may need training. In any discussion about reallocation of resources (student assistance funds, class sizes, and reduced teaching loads) please be prepared to discuss current student faculty ratios and class sizes in the various disciplines.

I support the Senate in its desire to improve student writing skills. This is one of the most important responsibilities inherent in the term "university professor."

RECEIVED

FEB 12 1987

ACADEMIC SENATE

# Memorandum



Date: January 28, 1987

To: Hugh O. La Bounty  
President

Copy:

*D. Barsellotti*  
From: Dolores A. Barsellotti  
Chair, Academic Senate

Subject: Response to AS-621-867/EPC, Mandatory Writing  
Assignments in All Classes

The Steering Committee, on behalf of the Academic Senate, is pleased with your response to the Academic Senate report AS-621-867/EPC, Mandatory Writing Assignments in all Classes, which recommends that most courses contain a writing component. The Steering Committee, however, has expressed concern that your memo makes no mention of a very important part of the Academic Senate recommendation, that is, the issue of "university support". Although the Academic Senate recommendation does not specifically delineate the kind of support expected, implicit in the recommendation (and contained in the Senate discussion of same) was that faculty need some form of assistance in handling the additional workload that is anticipated from this writing component. There may be faculty who are not well trained in the specifics of diagnosing and correcting student writing and, additionally, may not be in a position to do it in a timely manner.

The Senate acknowledges the support the faculty have had in the past with the writing workshops, the opportunity to participate in the GWT process and other similar support opportunities. There is, consequently, the expectation that the more tangible forms of support would be forthcoming. It was discussed that this support could be made available in many forms; such as, the availability of inservice training, additional student assistance funding, reduced class size, reduced teaching loads, etc.

Recognizing that there are budget constraints, the Steering Committee would be very much interested in discussing these possibilities with the appropriate administrator.

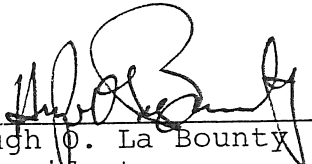
# Memorandum



Date: December 8, 1986

To: Dolores A. Barsellotti  
Chair, Academic Senate

Copy: Dr. Bell  
Dr. Christensen  
Dr. Fox  
Dr. Grube  
Ms. Roberts  
Mr. Simons  
Dr. Castro

From:   
Hugh O. La Bounty  
President

Subject: AS-621-867/EPC, Mandatory Writing Assignments in All Classes

It has been my long-held position that the University must expose students to the best communication skills possible in writing, in speaking, in listening. Because, of these three, writing is probably the one communication medium most significant in business, commerce and the professions, our work as a university is often judged (or misjudged) by the ability of our graduates to communicate effectively in writing. I believe that most of our faculty, if not all, would agree.

I am in total agreement with the intent of the recommendation which reads:

The Academic Senate recommends that a writing component be required in all classes.

However, as a practical matter, it might be difficult, and perhaps inappropriate, to insist on a writing component in all classes; e.g., some P.E. activity classes, music-performances classes, equitation courses.

Therefore, I am approving the Senate recommendation with the stipulation that faculty, through department chairs and the school deans, may recommend to the Provost those few classes where this requirement may be considered not appropriate. The Provost may approve appropriate deviations from this policy. Further, I am requesting that the Provost inform my office and that of the Senate of any policy deviations with a listing of courses where the writing requirement is inappropriate.

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DEC 08 1986

ACADEMIC SENATE

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Academic Senate Report

AS-621-867/EPC

Mandatory Writing Assignments in All Classes

Academic Senate Action:

Adopted 10-22-86

Final Disposition:

Transmitted to President 10-27-86

## RECOMMENDATION

The Academic Senate recommends that a writing component be required in all classes. Some of the writing is recommended to occur in class. We hope that this requirement will improve the 56% pass rate currently observed in the GWT results. Further we hope that this will reinforce the current campus policy that teaching writing is an essential component of our educational mission. Further, that this University should provide support to the faculty in implementing this requirement.