

5 Glossary

Each institution has its own acronyms and terminology; the following is intended to be suggestive rather than comprehensive.

AAC & U—American Association of Colleges and Universities. A national organization founded in 1915 that focuses on undergraduate liberal education. The organization publishes several periodicals, including *Liberal Education* and *Peer Review*, and sponsors various initiatives for improving undergraduate education.

AAUP—American Association of University Professors. Founded by John Dewey and Arthur O. Lovejoy in 1915, the organization's purpose is "to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education's contribution to the common good" (www.aaup.org).

Academic rank and title—Tenure-track faculty usually progress through a fairly rigid set of ranks. At most institutions, new colleagues just out of graduate school are hired as assistant professors and are considered "junior" faculty. After a specific probationary period of time in rank, usually six years, they must be considered for tenure and promotion to associate professor. The position of full professor may or may not be achieved, depending on a faculty member's contributions to the field and department as well as time in rank. Associate and full professors are considered "senior" faculty. The titles of "instructor" and "lecturer" usually refer to non-tenure-track faculty. The title of "administrative professional" is sometimes used to designate an administrative staff position outside faculty ranks, and is sometimes used for WPA positions. Depending on the context, this job classification can be problematic for WPAs because it puts them outside the faculty ranks.

- Accountability**—The responsibility of reporting to stakeholders outside the university (taxpayers, governing boards, legislators) about how the institution is fulfilling its mission and meeting its goals.
- Accreditation**—The process by which institutions are examined and approved to offer degrees, through the Council for Higher Education Accreditation, a non-profit organization of colleges and universities. The accreditation process involves a self-study, a visit by an accreditation team, and follow-up. Because the accreditation process examines (among other things) an institution's general education program, writing programs are or should be involved in the review.
- ADA**—Americans with Disabilities Act. This act, passed in 1990, requires institutions to provide "reasonable accommodation" for students with documented disabilities, including learning disabilities. A WPA may be called upon to work out reasonable accommodations for such students with their teachers. The ADA home page is <http://www.usdoj.gov/crt/ada/adahom1.htm>.
- ADE**—Association of Departments of English. An organization for chairs of English Departments and humanities divisions, sponsored by the Modern Language Association. ADE holds summer seminars for chairs and publishes information of general interest to chairs in the *ADE Bulletin* and *Profession* magazine. The organization also conducts surveys (about, for example, job placement rates for new PhDs) and publishes the results.
- AP**—Advanced placement. AP credit is granted for classes on the basis of scores achieved on standardized examinations sponsored by the College Board. The two AP courses that offer credit for writing courses are English Language and English Literature. The grades range from 1 (no recommendation) to 5 (very well qualified). Some schools give credit for first-year composition to students achieving a 3 or above (more than half of those taking the test in 2003 achieved that level, according to College Board statistics).
- Articulation agreement**—An agreement about how general education courses will count for transfer students. Public four-year institutions often have agreements that an academic Associate of Arts degree from particular community colleges guarantees that students will have fulfilled most or all lower-division general education requirements, including the writing requirement.

Assessment—It is important to distinguish among various sorts of assessment. Diagnostic assessment’s purpose is to discover, before instruction, the students’ skill levels and abilities in order to provide appropriate instruction. Formative assessment’s purpose is to support learning, providing feedback throughout instruction to help the student learn better (on successive drafts of papers, for example). Summative assessment’s purpose is evaluative, summing up the progress the student has made at the end of a unit or term, usually in the form of a grade. See also “Program Evaluation.”

Campaign—An organized fund-raising effort led by the Development Office, with a target amount to generate in gifts and pledges. See also “Development Office.”

Carnegie classification—A classification system developed by the Carnegie Foundation to designate different sorts of higher education institutions. The first classification system was published in 1973 and has been updated several times since then. The classification established in 2000 was as follows:

- Doctorate-granting Institutions (Research-Extensive, granting 50 or more doctorates a year across at least 15 disciplines, and Research-Intensive, granting at least ten doctorates across at least three disciplines or at least 20 doctorates overall per year)
- Master’s Colleges and Universities (MA I, granting at least 40 or more MAs across three or more disciplines, and MA II, granting at least 20 MAs per year.)
- Baccalaureate Colleges (Liberal Arts, General, and Baccalaureate/Associates)
- Associates Colleges (usually two-year institutions)
- Specialized Institutions (theological seminaries, medical schools, schools of engineering, business/management, music and art, law, teachers’ colleges, etc.)
- Tribal Colleges and Universities

The classification system was updated in 2005 to provide a more dynamic method of categorizing institutions. See <http://www.carnegiefoundation.org/classifications/index.asp?key=785>.

Carnegie Foundation—The Carnegie Foundation for the Advancement of Teaching, founded in 1905 by Andrew Carnegie and chartered by Congress the next year. It is an independent research

and policy entity focusing on the teaching profession and on higher education.

Carnegie unit—A standard unit developed in the early twentieth century to measure the amount of time a student studies a particular subject, originally to determine readiness for college: entering freshman were to have a minimum of 14 units (one subject, meeting four or five times a week for 40–60 minutes, 36 to 40 weeks a year for a minimum of 120 hours of total class time earned a student one unit of high school credit).

CCCC—Conference on College Composition and Communication, the national organization of college-level composition teachers; one must be a member of NCTE to join CCCC.

Chief Academic Officer (CAO)—The person in charge of the academic side of the university, usually the person also in charge of the academic budget. The title varies from institution (e.g., provost, academic vice president, executive vice chancellor); this is the person to whom the deans report. The president of the institution is the Chief Executive Officer (CEO), but in all but the smallest colleges the CEO is responsible for external issues (meeting with legislators or boards of governance, fund-raising), while the CAO is responsible for the day-to-day academic life of the institution.

Classified staff—Staff in various university classifications, most often support staff (non-faculty).

CLEP—College-Level Examination Program. CLEP offers examinations that are “equivalent” to college courses—general examinations, designed to meet general education requirements (all multiple-choice), and subject examinations, designed to meet specific requirements (which sometimes include optional essay portions). The CLEP examination in Composition comes in two versions, one of which is all multiple-choice, the other of which is multiple-choice with a short essay portion.

College Board—The College Entrance Examination Board, a non-profit membership association founded in 1900 to standardize entrance requirements for colleges. The College Board is responsible for the SAT, CLEP, and Advanced Placement, among other exams. It contracts with other agencies, like the Educational Testing Service and Pearson, to develop and work out the scoring of these tests.

- Committee structure**—Most institutions have an established committee structure in place for policy and procedural matters; there is usually a university-wide personnel committee to make tenure recommendations, for example, and one to approve new courses or majors. It is important for a WPA to know how these committees work (e.g., how long it takes for a new course to get approved and listed in the catalog) and who serves on them.
- Comparison institutions (or peer institutions)**—The group of institutions to which a particular college or university compares itself in order to assess where it stands, often in the accreditation process. WPAs can make arguments to improve a writing program (e.g., for reducing class size) by appealing to best practices in comparison institutions.
- Constituent institution**—A university campus that is part of a larger collection of campuses within one system.
- Contact hour**—The amount of time students are actually in class with a teacher; one 50-minute class is one “contact hour.” Working out equivalent contact hours (or “seat time”) allows for accelerated classes, usually during summer session.
- Development Office**—The campus office in charge of fund-raising for the institution, sometimes also called Institutional Advancement. Get to know your development officer.
- EOP**—Educational Opportunity Program, a program that grew out of the Civil Rights Movement in late 1960s to provide support for students who had been excluded from higher education. Originally these were students of color; today EOP focuses on first-generation college students from low-income families.
- ESL**—English as a second language, often used with regard to international students, but also occasionally used for what have been termed “generation 1.5” students—those who have been born in the US or arrived when they were very young and who have attended school here, but who speak a language other than English at home. Linguists refer to L1 (the language spoken at home) and L2 (a second language). EFL (English as a foreign language) is the term sometimes used because English is often a learner’s third or fourth language.
- FERPA**—Family Educational Rights and Privacy Act, also known as the Buckley Amendment, passed in 1974. The Act protects the privacy of university students. University officials cannot disclose

information about a student's educational record to anyone, including parents, without written permission from the student.

FIPSE—Fund for the Improvement of Postsecondary Education. A federal grant program.

Fiscal year—July 1 to June 30, as opposed to the Academic year. Fiscal closing, which occurs June 30, requires that budgets be reconciled and all monies accounted for by that date. This is not a deadline that can be missed. Some budget categories allow money to be carried forward to the next fiscal year, while others require that the money be spent or returned before June 30. WPAs should have a ready list of things to purchase with funds in the latter category, since the realization that there is some money left often comes on June 29.

Foundation—The entity on some campuses that supports development or fund-raising activities and manages the funds donated to the institution. Extramural grants to the institution are often funded through the foundation or other similar office on campus; WPAs proposing extramural grants should check with this office before sending in any grant proposals, especially on budget issues.

FTE—Full-time equivalent, a way to count faculty (FTEF) or students (FTES). Two faculty members teaching half time equal one FTE; 15 FTE graduate teaching assistant appointments yields 30 half-time TAs.

GE (or GenEd)—General education, a program of breadth requirements for undergraduates which sometimes includes “core” required courses. First-year composition is nearly always a part of GE.

Goals statement—A statement that often follows a mission statement to further articulate the direction of the unit or institution.

HBCU—Historically Black colleges and universities.

HR—Human Resources, the office responsible for personnel management (such things as staff issues, employee and labor relations, benefits and retirement, workers' compensation, etc.)

IDEA—Individuals with Disabilities Education Improvement Act (2004), a law that works to improve educational results for children and youth with disabilities.

- Indirect costs**—Money included in large extramural grants, over and above the amount requested for the proposed project, to cover overhead and services provided by the university. The money covers very real costs to the institution; depending on the institution and the granting agency, the indirect cost recovery may be 50 percent or more of the amount requested for the proposed project.
- Institutional Assessment (or Institutional/University Research)**—The office that compiles data and statistics on enrollments, retention rates, student/faculty ratios, and a host of other categories. It is the office responsible for generating data to be used by the upper administration in decision-making about resources (and therefore is sometimes part of the Office of Budget and Planning), and is a source of ready data for statistically-challenged WPAs.
- IRB**—Institutional Review Board, the entity responsible for reviewing research proposals for legal and ethical treatment of human subjects. Research involving students, faculty, or staff must be approved by the institution's IRB; if research is focused primarily on improving the educational experience of students, it may be exempt from human subjects regulations but must still be submitted for review.
- Line item**—A budget category, literally a single line on the budget. Faculty positions are usually line items, with permanent funding.
- Mission statement**—The statement that defines the goals of the institution, program, or unit.
- MLA**—Modern Language Association, the national organization for literature faculty in English and the modern foreign languages.
- NASULGC**—The National Association of State Universities and Land Grant Colleges. Founded in 1887, NASULGC is the nation's oldest higher education association, a voluntary association of public universities, land-grant institutions, and many of the nation's public university systems.
- NCTE**—The National Council of Teachers of English, the national organization for all English and language arts teachers, K-16, founded in 1911 by a group of teachers who broke away from the Modern Language Association to form a group that focused on pedagogy.
- NSSE**—Often pronounced “nessie,” National Survey of Student Engagement, started with funding from the Pew Charitable Trusts

and now funded through institutional participation fees and administered through the Indiana University Center for Survey Research. The survey is designed to get information from participating institutions about student participation in programs and activities—measuring how students spend their time and determining what they gain from college. A recent publication based on the surveys is *Student Success in College: Creating Conditions that Matter* (Kuh et al.). Not related to the National Society for the Study of Education, also abbreviated NSSE.

Ombuds Office—The office charged with conflict management, dispute resolution, and problem-solving in a fair and impartial manner. Complaints may be made in confidence to the Ombuds person about conduct or conflicts that arise in the workplace, and can come from students, faculty, administrators, or staff.

Portland Resolution—A document developed by the Council of Writing Program Administrators to describe the working conditions necessary for being an effective WPA and outline conditions for equitable treatment of WPAs in the evaluation process, especially with regard to tenure and promotion. It came out of the 1990 meeting of the Council of Writing Program Administrators in Portland, OR.

Program assessment—Assessment of a program or department, required as a part of the accreditation process; the Council of Writing Program Administrators offers a Consultant-Evaluator service to assess writing programs separately from other program assessments (of the English department, for example). The AAC & U Website has a helpful glossary of assessment terms, from the Spring 2002 issue of their publication *Peer Review*: www.aacu.org/peerreview/pr.sp02reality.cfm.

RCB/RCM—Responsibility Centered Budget/Management. A decentralized budgeting system that puts the deans in charge of resources but also, in many cases, requires that they pay for all services from other units. In some forms, this budgeting system distributes resources according to enrollments.

SAT—First known as Scholastic Achievement Test (when it was first given in 1926), then Scholastic Aptitude Test, then Scholastic Assessment Test, now simply SAT. Originally developed to ensure that students of merit, not simply students of privilege, had access to higher education, these standardized tests have come increas-

ingly under fire by those who see them as exclusionary, discriminating against under-represented groups. Some institutions are not requiring the SAT for admissions as a result. The SAT reasoning test (formerly SAT I), includes mathematics, critical reasoning, and writing; it is all multiple-choice except for a 25-minute essay, scored holistically; this new version of the test has also come under criticism, especially by Les Perelman of MIT, who found a high correlation between the length of the essay and a high score.

SCH—Student credit hour, a unit of measure that represents 50 minutes of instruction. Courses meet three times a week over a 15-week semester or four or five times a week over a 12- or 10-week quarter; the credit hours earned are applied to the number of total hours a student needs to graduate. Budgets in some institutions are figured on number of student credit hours generated per department.

Shared governance—A form of institutional governance that, in its ideal state, allows matters of policy and procedure (with regard to, for example, curricula or personnel) to be decided jointly between faculty and the administration.

Soft money—Money that cannot be depended upon to be always available (such as a pledge not yet donated or money temporarily coming from grant support).

Strategic plan—An administrative initiative to determine the long-range goals of the institution, given its mission. These are usually five-year plans, but can be longer. Budget requests are sometimes required to be tied to the strategic plan.

Temporary dollars—Funding, usually for non-tenure-track temporary faculty appointments, that is generated from open lines (faculty who have retired), sabbaticals, leaves without pay, etc.

Unit—A budgetary unit, such as a department, program, or center.

Unrestricted funds—Money that can be used without restrictions (for food and alcohol, for example), usually from donations.