

# Administrative–Disciplinary Language Crosswalk for Writing Studies

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The Writing Program Exchange · [thewritingprogramexchange.org](http://thewritingprogramexchange.org) · Version 1.0, 2025

## PURPOSE

This resource helps writing studies professionals translate between administrative and disciplinary language — supporting advocacy, program design, and faculty development conversations across institutional contexts. Use it before meetings, when drafting proposals, or to onboard colleagues new to the translation work of the field.

## AUDIENCES

WPAs and WAC/WID directors preparing for conversations with deans, provosts, or accreditation bodies; new faculty and junior administrators learning the landscape; department chairs and deans seeking the disciplinary rationale behind program decisions.

## HOW TO READ IT

Each row maps an administrative term to its writing studies equivalent. The 'Say This Instead' column offers ready-to-adapt language for meetings, emails, and program proposals. The Key Sources column lists 3–5 citable disciplinary documents per row — all URLs are live.

## SUGGESTED USES

- Before a budget meeting: filter by Theme, read 'Say This Instead'
- Writing a program proposal: mine the Position Statements column
- Onboarding a new WPA: use alongside the cited statements
- When a dean says 'student success' and means 'graduation rate': start at row 1

## Six Themes

The reference card groups rows into seven clusters:

- 1 · Student Success & High-Impact Learning
- 2 · Workforce Readiness & Communicative Competence
- 3 · Curriculum Reform, WAC & Program Design
- 4 · Technology, AI & Operational Efficiency
- 5 · Assessment, Accreditation & Learning Outcomes
- 6 · Faculty Labor, Roles & Working Conditions
- 7 · Engagement, Innovation & Institutional Identity

Color bands in the table mark each theme. The downloadable Excel version includes full-text position statement URLs, a searchable 'Say This Instead' column, and an auto-filter on every column.

## Core Three to Bookmark

- CCCC Principles for the Postsecondary Teaching of Writing (2023)  
[cccc.ncte.org/cccc/resources/positions/postsecondarywriting](http://cccc.ncte.org/cccc/resources/positions/postsecondarywriting)
- WPA Outcomes Statement for First-Year Composition (v3.0, 2014)  
[wpacouncil.org/aws/CWPA/pt/sd/news\\_article/243055](http://wpacouncil.org/aws/CWPA/pt/sd/news_article/243055)
- AWAC Statement on AI & Writing Across the Curriculum (v2.0, 2025)  
[wacassociation.org/ai-statement/](http://wacassociation.org/ai-statement/)

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ADMIN LANGUAGE	WRITING STUDIES FRAME	SAY THIS INSTEAD ■	KEY SOURCES
<b>Student Success</b> <b>Student Retention</b> <b>Graduation Rate</b>			
<b>Student Success (cont.)</b>	Metacognition; transfer of learning	Students develop transferable skills when they reflect on writing process and apply it across contexts — exactly what general education is designed to produce.	Framework for Success in Postsecondary Writing (CWPA/NCTE/NWP, 2011) NCTE Professional Knowledge for Teaching of Writing (2016)
<b>Foundational Literacies</b>	Rhetorical competence; genre awareness	'Foundational literacies' = rhetorical competence: reading context, purpose, and audience, and communicating accordingly. More specific and more teachable than 'communication skills.'	WPA Outcomes Statement (2014) NCTE Professional Knowledge for Teaching of Writing (2016) Framework for Success (2011)
<b>Workforce Readiness</b> <b>Competency-Based Education</b>			
<b>Workforce Readiness (cont.)</b>	Multimodal communication	Workplace communication is increasingly multimodal. Programs addressing only print-based writing leave students unprepared for the visual, digital, and oral composing that professional roles now require.	NCTE Media Education in ELA (2022) WPA Outcomes Statement (2014)
<b>Workforce Readiness (cont.)</b>	Professional & technical communication	Technical and professional communication is a distinct specialization with its own research base and ethics. ATTW's standards guide programs in this area.	ATTW Code of Ethics: <a href="http://attw.org/about-attw/">attw.org/about-attw/</a> CCCC Principles (2023)
<b>Curricular Reform</b> <b>General Education Reform</b> <b>Streamlining Services</b>			
<b>Curricular Reform (cont.)</b>	Programmatic coherence	Coherent writing instruction is sequenced and scaffolded across a degree. Without coordination, writing requirements are checkboxes rather than learning.	WPA Outcomes Statement (2014) CWPA Evaluating the Intellectual Work of Writing Administration (1998) Carter & Matzke, Systems Shift (2023)

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<b>Curricular Reform (cont.)</b>	Pedagogical expertise in writing	Teaching writing is a specialized skill distinct from being a competent writer. WAC faculty development measurably improves student outcomes — it's the mechanism that turns policy into classroom practice.	CCCC Preparing Teachers of College Writing (2015) NCTE Professional Knowledge for Teaching of Writing (2016) TYCA Guidelines for Preparing Teachers (2016)
<b>Operational Efficiency (AI, process optimization)</b>			
<b>Operational Efficiency (cont.)</b>	Human agency / AI literacy	AI can support writers, but can't replace the learning writing produces. AI literacy — critical, ethical engagement with generative tools — is a documented workforce need that writing studies is positioned to teach.	MLA-CCCC Joint Task Force on Writing and AI (2023–24) AWAC Statement on AI & WAC (v2.0, 2025)
<b>Operational Efficiency (cont.)</b>	Labor equity	Efficiency gains that hollow out instruction cost more than they save. The quality of writing instruction is directly tied to instructor working conditions — unsustainable workloads degrade feedback and outcomes.	CCCC Working Conditions for NTT Faculty (2016) TYCA White Paper on Faculty Workload (2021/22) NC State Invisible Labor Study
<b>Accreditation Quality Improvement</b>			
<b>Accreditation (cont.)</b>	Learning outcomes	Writing learning outcomes should describe what students can DO — not just what they've practiced. The WPA Outcomes Statement is the field benchmark; the AAC&U; Written Communication VALUE rubric operationalizes it.	WPA Outcomes Statement (2014) AAC&U; VALUE Rubrics: <a href="http://aacu.org/value/rubrics">aacu.org/value/rubrics</a> CCCC Writing Assessment Principles (2022)
<b>6 FACULTY LABOR, ROLES &amp; WORKING CONDITIONS</b>			
<b>Employee Well-Being Class Size Faculty Workload</b>			
<b>Faculty Roles &amp; Responsibilities Promotion &amp; Tenure</b>	WPA intellectual work; administrative scholarship	Writing program administration is intellectual work — it draws on disciplinary expertise and produces programmatic knowledge. CWPA's guidelines support counting this work in P&T; review; burying it as 'service' misrepresents and devalues it.	CWPA Evaluating the Intellectual Work of Writing Administration (1998) CCCC Scholarship in Rhetoric, Writing & Composition: Guidelines (2018) Cole, Giordano & Hassel, Faculty Guidebook (2023)

ADMIN LANGUAGE	WRITING STUDIES FRAME	SAY THIS INSTEAD ■	KEY SOURCES
<b>Professionalism</b> <b>Professional Identity Formation</b>			
<b>Imposter Syndrome</b>	<a href="#">Internalized oppression</a>	What's labeled 'imposter syndrome' often reflects structural inequities in whose language and ways of knowing count as legitimate. This frames intervention at the institution, not the individual.	CCCC Statement on Language, Power, and Action (2022) CCCC Students' Right to Their Own Language