

Writing and Editing Strategies for Compliance Certification

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<http://paws.wcu.edu/bgastle>

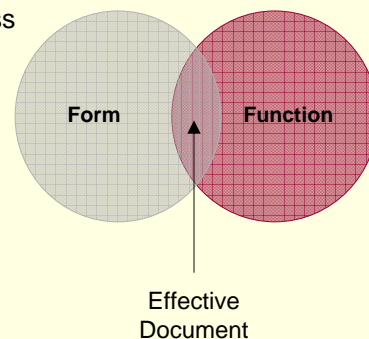
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Workshop Overview

- Introductions
- Who we are and what we did
- Discussion of writing process
 - Group work on style and preparation
- Break
- Discussion of writing and rhetorical issues
 - Group work on writing and editing
- Final report preparation



Who we are and What We Did

- Western Carolina University
- WCU SACS-COC Review
- Our Team
 - SACS Liaison
 - Writers and Editors
 - Content Specialists
 - Faculty, Administrators, and Staff

Before You Begin: Preparation

- Envision a final format
 - Allows you to set a goal
 - May change as you develop product
 - “Thumbnails” may be helpful
- Take a technology inventory
 - Will inform both print and online decisions
 - Will inform who will be working on the project (especially writers/editors)
- What method of composition will allow you to reach that goal

Example: Our Goal

Western Carolina University
6/12/2016 Review - 2016

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure:

3.2.2.1 Institution's mission

Judgment of Compliance

In Compliance

Narrative of Compliance

The UNC Board of Governors has clearly defined legal authority and operating control for all affairs of WCU, including the development of the institutional mission. The Committee on Educational Planning, Policies, and Programs is one of four standing committees established by the UNC Board of Governors on September 15, 1973.^[1] Pursuant to Section 301 C of the Code,^[2] the Committee shall make recommendations to the UNC Board of Governors in all areas pertaining to the development of a coordinated system of higher education in North Carolina, including:

1. the definition of mission and assignment of functions of each constituent institution;
2. the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs;
3. the provision of supportive services, facilities, and other resources for the instructional, research, and public service programs of the constituent institutions.

WCU's mission is currently undergoing revision and will be adopted pending approval by the Board of Governors.^[3]

Supporting Documentation and Links

^[1] Board of Governors Committee on Planning, Policies, and Programs
<http://www.northcarolina.edu/content.php/aa/planning/board/Committee.htm>

^[2] The Code
http://www.northcarolina.edu/content.php/legal/policymanual/unspolicymanual_100_1.htm

^[3] WCU Mission Statement and Draft
<http://www.wcu.edu/strategicplanning/mission.html>

Comprehensive Standards - 70 - 3.2.2.1

Home Compliance Certification Supporting References Quality Enhancement
Plan Edit Content

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Logistics Associated with Composition

- Determine who will be working on what part and when (schedule)
 - Buy-In and Input:
 - Authors
 - Editors
 - Reviewers
 - Tech/IT
 - Importance of budget, release time, and/or "count towards" for significant contributors



Prepare for the Writing Issues: What Do You Think They Will Be?

- Preparing for and avoiding problems is easier and quicker than fixing them
- What writing issues do you expect you'll encounter as you prepare your documents
 - REMEMBER: Focus on writing issues rather than compliance (content) issues

Launch a Preemptive Strike

- Document Mapping and Work Flow
- Style Sheet
 - Format
 - Rhetorical Strategies
- Training Session
 - For writers and editors
 - Online vs. Print

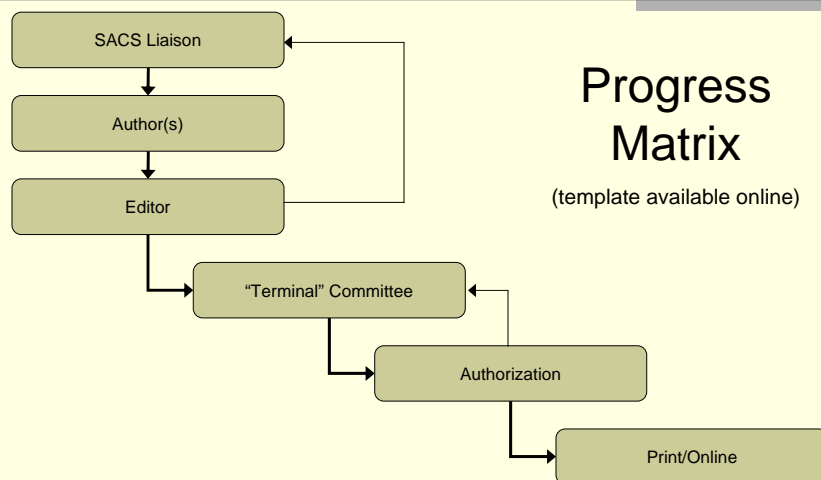


Document Mapping and Work Flow

Carefully review all document sections.

- Map out which document sections are closely related to other sections
 - Assures consistency between reports
- Label what individual/organizational entity has responsibility for contributing each section
 - Helps to track down information

Preparation: Our Model



Preparation: Style Sheet

- Defines Formatting and Writing (style) issues
 - Can start with a common style (MLA, APA, etc.) but should modify for these reports
- Terms and Abbreviations
- Make widely available (print and online)
- Organize a training session for writers and editors (more on this later)
- Consistency throughout documents is KEY as you may have numerous contributors from disparate fields

Preparation: Style Sheet

- Review other institutions' documents (but be aware of changes in requirements over time)
- Style Sheet can help create a consistent "voice" – very important for a unified document written in pieces
- Always Defer to Current SACS Requirements

Preparation: Style Sheet – Common Issues

- Names, Titles, and Programs
- List Item Syntax
- Illustration Refs
- Document Design/layout
- Headings
- Subordination/indentation

Begin a Style Sheet

- In small groups (2-3), begin creating a style sheet for your institutions
- Try to work with someone not at your institution
- Focus on clarifying the “lexicon” of your institution:
 - “Western” for “Western Carolina University”
 - “Liberal Studies” for “General Education”

Preparation: Formatting Issues

- Re-formatting reports from authors can take an IMMENSE amount of time
 - Copying and pasting issues (esp. margins and tabs)
 - Submit work as PLAIN TEXT FILES
 - or create a LOCKED document template
 - Minimal formatting of tables
 - Or in an image format (jpeg, gif, etc.)
 - Source for data (for verification of accuracy)

Preparation: Training

- Conduct a brief writing workshop for everyone
 - Reviewers can provide good editorial feedback as well as content feedback
- Discuss Style Sheet
 - This can be an “excuse” so it doesn’t look like you are trying to teach them how to write (which you are)
- Use Style Sheet as opportunity to talk about some basic rhetorical strategies

Basic Training: Professional Rhetoric

Clear
Accurate
Concise
Accessible
(CACA!?!?)

Active and Passive Voice

- Active voice: subject does the verb; the subject performs the action expressed in the verb; the subject acts
 - “The Faculty Senate authorizes all curriculum changes.”
- Passive voice: verb does the subject; the subject receives the action expressed in the verb; the subject is acted upon
 - “All curriculum changes are authorized by the Faculty Senate.”
- Prefer Active (when possible)
 - Shorter (therefore clearer) sentences
 - Implies authority and forcefulness

Active/Passive Examples

- Periodic surveys of students have been conducted by the University to assess student learning.
 - Revision:

- A student is allowed to re-matriculate when probationary criteria have been met and verified.
 - Revision:

- Since the last review was performed by SACS, not all of the procedures required were implemented by the Provost.
 - Revision:

Expletive Construction

- Expletive sentences use “filler” words that don’t add meaning
- Makes sentences needlessly longer
- Usually begins
 - “There is/are . . .”
 - “It is . . .”
- Focus on the “real” subject of the sentence
 - Example:
 - There are several programs designed to provide academic support to students.
 - Several programs provide academic support.

Expletive Examples

- It is common for over 20 faculty to attend these training seminars.
 - Revision:

- There has been a decrease in the number of students enrolled in our training sessions
 - Revision:

- The use of in-class demonstrations has resulted in a dramatic increase in enrollment.
 - Revision:

Nominalizations

- Turning a verb or an adjective into a noun

- Nominalizations increase sentence length (decreasing readability)

- Focus on the “real” verb in the sentence

- Example:
 - Department heads provide an evaluation of candidates.
 - Department heads evaluate candidates.

A study for the Society for Technical Communication, "Nominalizations and Their Impact on Readers," (1996) Jan H. Spyridakis and Carol S. Isakson, showed that denominalized versions of the same material led to significantly higher (50%) comprehension rates by readers than nominalized versions.

Nominalization Examples

- Budget cuts constitute a threat to faculty development programs.
 - Revision:

- The University conducts periodic surveys of students to assess student learning.
 - Revision

Other Rhetorical Issues

- Report Length
 - Brevity/conciseness

- Jargon

- Online and print versions
 - Must be the same
 - Online rhetoric similar to technical documentation rhetoric

- Importance of Formatting and Layout
 - This IS a rhetorical issue
 - Use SACS standard as a guide for sections within a report



Back To School

Document Preparation: Putting it all together

- Making print = online
- Preparing prefatory material
- Final checking of print version
 - The ^{importance}~~importance~~ of proofreading
- Making it look good
- Printing issues
- Use a print template

Other Issues or Questions?

Thank You

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<http://www.wcu.edu/sacs/>



SACS Review Compliance Certification

Submitted to the Commission on Colleges
Southern Association of Colleges and Schools (SACS)
September 8, 2006



WESTERN
CAROLINA UNIVERSITY
A University of North Carolina campus

Terror Level	Number	Short Description	Full Version	Status Summary and Pending Issues	Responsibility	Sign-off
	3.10.3	Audits of funds for financial aid	The institution audits financial aid programs as required by federal and state regulations.	DONE	Brian	
	3.10.4	Exercise control over financial and physical resources	The institution exercises appropriate control over all its financial and physical resources.	Needs doc from Admin. And Finance	Carol	
	3.10.5	Financial control, sponsored programs, research	The institution maintains financial control over externally funded or sponsored research and programs.	Needs doc from Sponsored Research - March	Carol	
	3.10.6	Healthy, safe and secure environment	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.	Under review	Carol	
	3.10.7	Physical facilities	The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.	Under final review and physical evidence needed (campus digital photos would enhance)	Carol	
	4.1	Evaluation of student achievement	When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	Report being drafted	Wargo	
	4.2	Curriculum appropriate	The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.	Under review	Brian	
	4.3	Availability of calendars and policies	The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	Note: new University web site needs to have better links to calendar	Jed	
	4.4	Program length appropriate to degrees	The institution demonstrates that program length is appropriate for each of the degrees offered.	Green pending review by Carol	Carol	
	4.5	Procedures for student complaints	The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy A "The Review of Complaints Involving the Commission or its Accredited Institutions.")	Procedure developed Fall 05; document student complaint - if one occursor complete as is.	Burton; Caruso	
	4.6	Recruitment	Recruitment materials and presentations accurately represent the institution's practices and policies.	Under final review	Brian	
	4.7	Accreditor information	The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.)		Jed	

Terror Level	Number	Short Description	Full Version	Status Summary and Pending Issues	Responsibility	Sign-off
	4.8	Title IV Compliance	The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. <i>(In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the Secretary of Education.)</i>		Jed	
Progress Summary						
Key				Number of Cases	Percent	
		Policies or procedures require actions; Compliance issues; No report;		3	4%	
		Documentation or response incomplete		19	25%	
		Nearing completion; no outstanding issues		29	39%	
		Complete for Web posting		6	8%	
		Posted to Web		18	24%	
		TOTAL		75	100%	
<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>Compliance Progress Number of Standards</p> <ul style="list-style-type: none"> Policies missing Lacks documentation Needs further drafting Complete Posted to Web </div> </div>						

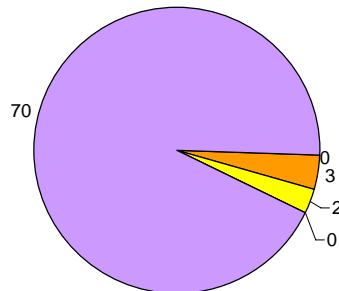
Terror Level	Number	Short Description	Full Version	Status Summary and Pending Issues Institutional Concerns & Ongoing Issues	Current Responsibility	Final Approval
	3.9.2	Security of student records	The institution protects the security, confidentiality, and integrity of its student records.	COMPLETE		Provost Carter
	3.9.3	Qualified student affairs personnel	The institution provides services supporting its mission with qualified personnel to ensure the quality and effectiveness of its student affairs programs.	COMPLETE		Vice Chancellor Caruso
	3.10.1	Financial stability	The institution's recent financial history demonstrates financial stability.	COMPLETE		Vice Chancellor Wooten
	3.10.2	Financial statements and related documents	The institution provides financial statements and related documents, including multiple measures for determining financial health as requested by the Commission, that accurately and appropriately represent the total operation of the institution.	COMPLETE		Vice Chancellor Wooten
	3.10.3	Audits of funds for financial aid	The institution audits financial aid programs as required by federal and state regulations.	COMPLETE		Vice Chancellor Wooten
	3.10.4	Exercise control over financial and physical resources	The institution exercises appropriate control over all its financial and physical resources.	Note: Reduction in endowment funds in Factbook table		Vice Chancellor Wooten
	3.10.5	Financial control, sponsored programs, research	The institution maintains financial control over externally funded or sponsored research and programs.	COMPLETE	Carol	Vice Chancellor Wooten
	3.10.6	Healthy, safe and secure environment	The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.	IN PROGRESS - Need reference to avian flu plans	Carol	Vice Chancellors Wooten/ Caruso
	3.10.7	Physical facilities	The institution operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.	Could have improved powerpoint and include pictures of of campus facilities		Vice Chancellor Wooten
	4.1	Evaluation of student achievement	When evaluating success with respect to student achievement in relation to the institution's mission, the institution includes, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.	Revise draft: 1 outcomes by program including DI 2) annual assessment - submit report 3) annual report ug and grad 4) program review with imbeded assessment reports 5) new assessment office - Need to develop (where lacking), publish and utilize program learning outcomes	Wargo	Provost Carter
	4.2	Curriculum appropriate	The institution maintains a curriculum that is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded.	COMPLETE		Provost Carter
	4.3	Availability of calendars and policies	The institution makes available to students and the public current academic calendars, grading policies, and refund policies.	COMPLETE - new University web site needs to have better links to calendar		Provost Carter
	4.4	Program length appropriate to degrees	The institution demonstrates that program length is appropriate for each of the degrees offered.	COMPLETE Note - no central knowledge of programs exempt from 50% rule.		Provost Carter

Terror Level	Number	Short Description	Full Version	Status Summary and Pending Issues Institutional Concerns & Ongoing Issues	Current Responsibility	Final Approval
	4.5	Procedures for student complaints	The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy A "The Review of Complaints Involving the Commission or its Accredited Institutions.")	COMPLETE Be attentive to implementation of student complaint/policies recently developed.		Vice Chancellor Caruso
	4.6	Recruitment	Recruitment materials and presentations accurately represent the institution's practices and policies.	COMPLETE - Revising Policy 16 to include SACS reference. Note: Need to develop and implement better institutional oversight in this area; policies for catalog and viewbook approval among others.		Provost Carter
	4.7	Accreditor information	The institution publishes the name of its primary accreditor and its address and phone number. (The publication of this information is presented so that it is clear that inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information.)	COMPLETE		Provost Carter
	4.8	Title IV Compliance	The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. <i>(In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the Secretary of Education.)</i>	COMPLETE		Provost Carter

Progress Report

	Policies or procedures require actions; Compliance issues; No report	0	0%
	Documentation or response incomplete	3	4%
	Nearing completion; no outstanding issues	2	3%
	Complete for Web posting	0	0%
	Posted to Web	70	93%
	TOTAL	75	100%

Compliance Progress
Number of Standards



Policies missing
 Lacks documentation
 Needs further drafting
 Complete
 Posted to Web

**WESTERN CAROLINA UNIVERSITY
SACS ACCREDITATION – REPORT STYLE GUIDE**

<http://www.wcu.edu/sacs/>

	GUIDELINE	EXAMPLE
FORMAT		
Paper	8.5” X 11” Portrait	
Margins	Top / Bottom / Right margins = 1” Left margin = 1.5”	
Header	Header = .5” 10pt Times New Roman Include the following text italicized and justified center: Western Carolina University Followed by report title and years	<i>Western Carolina University Self-Study 2005-2006</i> <i>Western Carolina University Quality Enhancement Plan 2005-2006</i>
Footer	Footer = .5” 10pt Times New Roman Include page number (see Pagination) centered	
Font	Times New Roman 12pt	
Alignment	Justify (align) text left Do Not justify full or right Do Not auto hyphenate lines Do Not indent first line of paragraphs	This first paragraph represents sample report text. Notice the lack of full or right justification. This second paragraph represents more sample report text.
Spacing	Single space all text Single space between title of figure and figure Double space between paragraphs Double space between text and lists Double space between headings and text	
Paragraphs	Align text Left Do Not justify full or right Single space all text within paragraphs Double space between paragraphs	
Pagination	Justify center in footer Format: - # -	- 5 -

STYLE		
Brevity	Strive at all times to be concise Avoid unnecessary adverbs and adjectives Use active voice wherever possible	
Active Voice	Use active voice wherever possible Active voice reduces sentence length, improves clarity, and reduces confusion	SACS has accredited Western Carolina University since 1946 <i>(NOT: Western Carolina University has been accredited by SACS since 1946)</i>
Expletive Construction	Avoid the use of expletive syntactical constructions. (“There is/are . . .” or “It is . . .”)	Poor: “There are many faculty who maintain their own Web pages.” Better: “Many faculty maintain their own Web pages.” Poor: “Throughout the semester, there is the ability for students to receive feedback.” Better: “Students receive feedback throughout the semester.”
Nominalizations	Avoid nominalizations (turning the verb into a noun unnecessarily, thereby using two verbs when just one would do)	Poor: “The University made a change to its procedures.” Better: “The University changed its procedures.” Poor: “Department heads conducted interviews of graduating seniors.” Better: “Department heads interviewed graduating seniors.” Poor: “The Chancellor held meetings with program directors to discuss the budget.” Better: “The Chancellor met with program directors to discuss the budget.” Better: “The Chancellor discussed the budget with program directors.”
Years	Use four-digit format Academic and fiscal years use abbreviation and four digit format	2003-2004 AY 2004-2005 FY 2005-2006
Capitalization	Capitalize the following:	Western Carolina University is growing faster

TERMS & ABBREVIATIONS		
Academic Year	Abbreviated AY Follow with four digit number with hyphens for continuous years	AY 2004-2005
Campus-wide	Use two words separated by hyphen (not one word)	These changes effect programs campus-wide.
Catalogs	Use <i>The Record</i> Since WCU publishes two versions of <i>The Record</i> , follow with reference to the version separated by a colon	The most recent version of <i>The Record: General Catalog</i> includes graduate course numbers listed in <i>The Record: Graduate Catalog</i>
Computer & Technology Terms	Use the following terms (with their respective spelling and capitalization): database e-mail home page Internet on-line Web page	WCU maintains a significant presence on the Internet <i>Or</i> WCU maintains a significant on-line presence <i>(note: not “. . . presence on the web”)</i>
Conclusion	Use singular form as heading Use the example text for compliance statements	Conclusion The University is in compliance with these SACS Criteria. The University is not in compliance with [#] of these SACS Criteria. The University is not in compliance with these SACS Criteria.
Course load	Use as two words	
Coursework	Use as one word	
Data	Data is plural Datum is singular	The data are available from individual departments. One item of datum from the study suggests . . .
Dean	Capitalize when using the full title Lower case otherwise	The Dean of the College of Arts and Sciences met with the Chancellor and other college deans to discuss strategies

Abbreviations and Acronyms

The following abbreviations and acronyms are used in this report, in the supporting documentation, and on supporting Web pages.

A&S – College of Arts and Sciences

ABC Express – Asheville, Boone, Cullowhee Express Document Delivery Service

ACE – American Council on Education

AFE – Annual Faculty Evaluation

AY – Academic Year

CAA – Comprehensive Articulation Agreement

CAT Center – Catamount Academic Tutoring Center

CEAP – College of Education and Allied Professions

CEU – Continuing Education Unit

CFC – Myron L. Coulter Faculty Center for Excellence in Teaching and Learning
(Coulter Faculty Center)

CIO – Associate Provost for Information Services (Chief Information Officer)

CIP – Classification of Instructional Program

COACHE – Collaborative on Academic Careers in Higher Education

The Code – The Code of the Board of Governors of the University of North Carolina

Division and Program Name Changes

WCU is currently undergoing internal reorganization and restructuring as part of ongoing development. The following divisions and programs have recently (within the past year) changed their official titles. Supporting documents, references, and reports may refer to these programs by either name depending upon the date of creation for that document.

Art – renamed Department of Art and Design

Criminal Justice – renamed Applied Criminology

Distance and Continuing Education (DCE) – renamed Division of Educational Outreach

Engineering and Technology – renamed to the School of Technology and currently the
Kimmel School of Construction Management, Engineering and Technology

University Planning – renamed to Office of Institutional Research and Planning (OIRP)