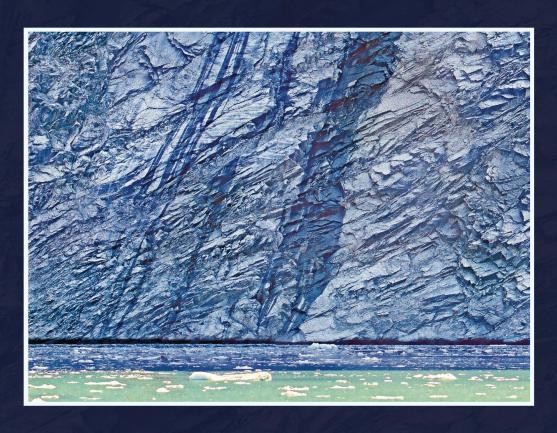
### **SYSTEMS SHIFT**

## CREATING AND NAVIGATING CHANGE IN RHETORIC AND COMPOSITION ADMINISTRATION





Edited by Genesea M. Carter, Aurora Matzke and Bonnie Vidrine-Isbell

# SYSTEMS SHIFT: CREATING AND NAVIGATING CHANGE IN RHETORIC AND COMPOSITION ADMINISTRATION

#### PERSPECTIVES ON WRITING

Series Editors: Rich Rice, Heather MacNeill Falconer, and J. Michael Rifenburg Consulting Editor: Susan H. McLeod | Associate Editor: Olivia Johnson

The Perspectives on Writing series addresses writing studies in a broad sense. Consistent with the wide ranging approaches characteristic of teaching and scholarship in writing across the curriculum, the series presents works that take divergent perspectives on working as a writer, teaching writing, administering writing programs, and studying writing in its various forms.

The WAC Clearinghouse and University Press of Colorado are collaborating so that these books will be widely available through free digital distribution and low-cost print editions. The publishers and the series editors are committed to the principle that knowledge should freely circulate and have embraced the use of technology to support open access to scholarly work.

#### Recent Books in the Series

- Michael J. Michaud, A Writer Reforms (the Teaching of) Writing: Donald Murray and the Writing Process Movement, 1963–1987 (2023)
- Michelle LaFrance and Melissa Nicolas ((Eds.), *Institutional Ethnography as Writing Studies Practice* (2023)
- Phoebe Jackson and Christopher Weaver (Eds.), Rethinking Peer Review: Critical Reflections on a Pedagogical Practice (2023)
- Megan J. Kelly, Heather M. Falconer, Caleb L. González, and Jill Dahlman (Eds.), Adapting the Past to Reimagine Possible Futures: Celebrating and Critiquing WAC at 50 (2023)
- William J. Macauley, Jr. et al. (Eds.), *Threshold Conscripts: Rhetoric and Composition Teaching Assistantships* (2023)
- Jennifer Grouling, Adapting VALUEs: Tracing the Life of a Rubric through Institutional Ethnography (2022)
- Chris M. Anson and Pamela Flash (Eds.), Writing-Enriched Curricula: Models of Faculty-Driven and Departmental Transformation (2021)
- Asao B. Inoue, Above the Well: An Antiracist Argument From a Boy of Color (2021)
- Alexandria L. Lockett, Iris D. Ruiz, James Chase Sanchez, and Christopher Carter (Eds.), *Race, Rhetoric, and Research Methods* (2021)
- Kristopher M. Lotier, Postprocess Postmortem (2021)
- Ryan J. Dippre and Talinn Phillips (Eds.), Approaches to Lifespan Writing Research: Generating an Actionable Coherence (2020)

# SYSTEMS SHIFT: CREATING AND NAVIGATING CHANGE IN RHETORIC AND COMPOSITION ADMINISTRATION

Edited by Genesea M. Carter, Aurora Matzke, and Bonnie Vidrine-Isbell

The WAC Clearinghouse wac.colostate.edu Fort Collins, Colorado

University Press of Colorado upcolorado.com Denver, Colorado The WAC Clearinghouse, Fort Collins, Colorado 80523

University Press of Colorado, Denver, Colorado 80202

© 2023 by Genesea M. Carter, Aurora Matzke, and Bonnie Vidrine-Isbell. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

ISBN 978-1-64215-184-8 (PDF) | 978-1-64215-185-5 (ePub) | 978-1-64642-498-6 (pbk.)

DOI 10.37514/PER-B.2023.1848

Produced in the United States of America

Library of Congress Cataloging-in-Publication Data

Pending

Copyeditor: Annie Halseth Designer: Mike Palmquist

Cover Photo: Malcolm G. Childers, "In the Wake of the Ice River, Johns Hopkins Straits,

Alaska." Used with permission.

Series Editors: Rich Rice, Heather MacNeill Falconer, and J. Michael Rifenburg

Consulting Editor: Susan H. McLeod

The WAC Clearinghouse supports teachers of writing across the disciplines. Hosted by Colorado State University, it brings together scholarly journals and book series as well as resources for teachers who use writing in their courses. This book is available in digital formats for free download at wac.colostate.edu.

Founded in 1965, the University Press of Colorado is a nonprofit cooperative publishing enterprise supported, in part, by Adams State University, Colorado State University, Fort Lewis College, Metropolitan State University of Denver, University of Alaska Fairbanks, University of Colorado, University of Denver, University of Northern Colorado, University of Wyoming, Utah State University, and Western Colorado University. For more information, visit upcolorado.com.

**Land Acknowledgment.** The Colorado State University Land Acknowledgment can be found at landacknowledgment.colostate.edu.

### **CONTENTS**

Acknowledgmentsvii
Foreword ix Eric C. Camarillo
Introduction
Section 1. Disciplinary and Public Networks: Existing as a Profession
Chapter 1. Purposeful Access: Reinventing Supersystems through Rhetorical Action27 Bre Garrett and Matt Dowell
Chapter 2. At a Crossroads: The Committee for Change and the Voices of CCCC
Chapter 3. "Help I Posted": Race, Power, Disciplinary Shifts, and the #WPAListserv-FeministRevolution
Chapter 4. Critiquing the "Networked Subject" of Anti-racism: Toward a More Empowered and Inclusive "We" in Rhetoric and Composition
Section 2. Intra-Campus and Institutional Networks: Existing as a Program117
Chapter 5. Basic Writing's Interoffice, Intercampus Actor-Network: Assembling Our History through Dolmagean Analysis
Chapter 6. Outsiders Looking In: Discursive Constructions of Remediation beyond the Academy

#### Contents

Chapter 7. Working Within the Rhetorical Constraints: Renovation and Resistance in a First-Year Writing Program
Chapter 8. Negotiating Dominance in Writing Program Administration: A Case Study
Chapter 9. Networking Across the Curriculum: Challenges, Contradictions, and Changes
Chapter 10. The Writing Center as Border Processing Station 235 Eric C. Camarillo
Chapter 11. Voice, Silence, and Invocation: The Perilous and Playful Possibilities of Negotiating Identity in Writing Centers
Section 3. Personal and Relational Networks: Existing as an Administrator
Chapter 12. Is Resistance Futile? Struggling against Systematic Assimilation of Administrative Work
Chapter 13. "It's Complicated": Scheduling as an Intellectual, Networked Social Justice Issue for WPAs
Chapter 14. Flexible Framing, Open Spaces, and Adaptive Resources: A Networked Approach to Writing Program Administration
Conclusion. A Tool Kit
Afterwords
Contributors