

SECTION 1.

DISCIPLINARY AND PUBLIC NETWORKS: EXISTING AS A PROFESSION

Committees

Disability and Accessibility

Chapter 1. “Purposeful Access: Reinventing Supersystems through Rhetorical Action” by Bre Garrett and Matt Dowell

Committee for Change

Chapter 2. “At a Crossroads: The Committee for Change and the Voices of CCCC” by the CCCC Committee for Change: Bernice Olivas, Janelle Jennings-Alexander, Mara Lee Grayson, Tamara Issak, Lana Oweidat, Christina V. Cedillo, Ashanka Kumari, Caitlyn Rudolph-Schram, and Trent M. Kays

WPA-Listserv

Chapter 3. “‘Help I Posted’: Race, Power, Disciplinary Shifts, and the #WPAListservFeministRevolution” by Iris Ruiz, Latina Oculata, Brian Hendrickson, Mara Lee Grayson, Holly Hassel, Mike Palmquist, and Mandy Olejnik

Chapter 4. “Critiquing the ‘Networked Subject’ of Anti-racism: Toward a More Empowered and Inclusive ‘We’ in Rhetoric and Composition” by Erec Smith

The first section opens the collection with chapters centered on DEIBSJ work in our national organizations and communication venues. The authors in this section provide a multiplicity of voices, allowing readers to attend to the diverse manner in which change making is understood and pursued. As readers consider, incorporate, and respond to different points of view, they will have the opportunity to develop their own lines of thought, and better name their stance within existing systems.

In the first chapter, Bre Garrett and Matt Dowell share just some of their experiences with the Council for Writing Program Administrators (CWPA) Disability and Accessibility Committee. They use the planning and participation of the committee at the 2019 CWPA conference to highlight ongoing issues of (in) access and hyperableism before concluding with specific interventions that “position invention, access, and delivery [as] interrelated rhetorical acts” that must be reflexively addressed in all organizational planning.

The second chapter begins by centering the experience of the Conference on College Composition and Communication's (CCCC) Committee for Change. The chapter investigates the professional narrative of the field of composition and rhetoric as inclusive and participatory with the lived experiences of several scholars at the CCCC 2019 annual convention. With a focus on the experiential, the authors poignantly note, "If we are ever to tell a story of our field that we can all live with, we must center our conversation on the people who cannot live within the fiction we are telling now." With this goal in mind, the authors share the impetus behind the formation of the Committee for Change and argue that "despite ample scholarship on equitable education and antiracism in composition and rhetoric, our discipline's scholarly and professional networks continue to center Whiteness and perpetuate discrimination and marginalization." The chapter, then, provides both an introduction to the active DEIBSJ work in the field of Composition and Rhetoric, and creates an opening by which the rest of the collection can be viewed.

Chapter 3, written by seven Writing Program Administrators listserv members (Iris Ruiz, Latina Oculita, Brian Hendrickson, Mara Lee Grayson, Holly Hassel, Mike Palmquist, and Mandy Olejnik), and Chapter 4, written by Erec Smith, address what Ruiz et al. call the "rhetorical rupture that led to the [WPA] listserv revolution." While Ruiz et al. utilize actor-network theory (ANT) and decolonial theory as a dialogic approach to examining issues of power and contention present on the listserv, Smith argues that the creation of a "secure base" within these areas create "insular networks working together across organizations and social media platforms that fortify [the base] at the expense of generative dialogue." When read alone, they provide unique perspectives on how a grouping and an individual experienced the same networked rupture. When read together, they highlight that social justice efforts are not value free and that these values shape our understandings of community action.

Committees and public networks within the profession of rhet/comp exemplify complex systems, in which groups of people with different perspectives and backgrounds remain silent or speak out about their concerns. Limits of time and/or word count often leave a perspective from being fully explained or given due consideration. This section provides space for authors to both broaden the sphere of their identity and give readers more insight into their pathways of thought. We hope that this section encourages those at all professional levels to consider the rhetorical power of these public, disciplinary spaces, noting the tensions inherent in our professional networks.

As we close this interchapter, we offer you a few reflection and/or discussion questions, should you want to journal about your reading or use the book for a

faculty book club or professional development. In particular, we encourage you to think about what you might take away or try from this section:

- Where might you identify hyperabelism in your own committee work, program work, or institution?? How do you or might you, as Garrett and Dowell wrote, “position invention, access, and delivery [as] inter-related rhetorical acts” in your workplace, homelife, and community?
- How do you or might you center the conversation on the colleagues, students, and staff (and others) who need to be centered? What does that look like in your classroom, your program, your department, and your community? How and what kinds of research play a part in these decisions?
- What modes of communication do you use in a professional capacity (social media, listservs, etc.) that centers, decenters, undermines, or supports your values? How might your values align more closely with certain modes of communication?