Administrative Rhetorical Mindfulness: A Professional Development Framework for Administrators in Higher Education

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Abstract

As part of the post-secondary educational landscape, online programs and courses help institutions reach and enroll more students. To meet the needs of increased enrollments in online education, part-time faculty are often hired to teach online courses. Part-time contingent faculty represent a growing majority across many fields of study in colleges and universities. As Rendahl & Breuch reported, first-year courses, specifically freshman composition, are increasingly taught online. This study uses a mixed-methods design to examine how, and in what ways, writing program administrators (WPAs) approach preparing part-time faculty to teach writing online. The findings reveal that WPAs often encounter workload and funding constraints that limit their ability to help professionalize part-time faculty for online writing instruction; however, participants were mindful of the issues related to contingent employment and the importance of faculty development.

F or many faculty members, occupying a part-time faculty position means getting low wages, few, if any, professional development opportunities, and working in institutions that do not provide adequate resources. As much of the contingent labor research notes, this is an all-too-common occurrence, and these structural impediments have led to instability, inequity, and uncertainty in the contingent faculty labor market (e.g., Ehrenberg; Kazar and Maxey). This work attempts to interrogate how administrator roles can help to support

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and affect the experiences of part-time faculty, especially given the overreliance upon them to teach in fields across the academy. More research is needed to examine how, and in what ways, part-time faculty can take advantage of and pursue opportunities, if they wish, that are designed to enhance their roles as expert practitioners in their fields.

Moreover, this work aims to analyze the dynamics of administration, specifically writing program administration. Writing program administrators typically run or direct the first-year writing programs. My research focuses on professional development of part-time faculty specifically tailored for teaching online writing courses. Ultimately, in this article I argue that administrators recognize the potential for professional development moments in those everyday interactions with part-time contingent faculty. I define this act as Administrative Rhetorical Mindfulness or ARM, a term that emerged as the main theme from my dissertation research (Beavers 109). Likewise, this term and subsequent framework work in conversation with what Cindy Moore describes in "Mentoring WPAs for the Long Term: The Promise of Mindfulness." She says, "a central premise of mindfulness, and the spiritual and scientific thought that informs it, is that much human suffering results from dwelling in a past we cannot change or worrying about a future we have little control over" (92). Mindfulness, in this sense, means doing more in those moments where one can enact change. Administrative Rhetorical Mindfulness is a heightened or keener awareness of the need for professional development and using any opportunity or interaction with part-time faculty members to foster it (Beavers 109).

In addition, a more deliberate focus on and about issues related to part-time faculty professional development are part and parcel of activism. Liliana Naydan in "Transitioning from Contingent to Tenure-Track Faculty Status as WPA" notes that, "to be in the profession in a meaningful way is to change the profession for the better, to transition it into something better …" (293). The thrust of the statement speaks to the idea that mindful and meaningful progress occurs when administrators see themselves as real agents of change and justice. For part-time faculty, professional development can serve as a means for change, especially given new and emergent areas of scholarship, like online teaching, and specifically online writing instruction. Continuing to develop faculty to teach in various modalities is what's missing from conversations about contingency (e.g., Bourelle; Hewett and Mechenbier). Creating avenues for part-time faculty to engage in professional development are rife with constraints. The notion of being a mindful administrator is self-directed. The only thing ARM requires is that one have a desire to do more and a pathway to accomplish reasonable goals. An ARM framework for administration is even more important now, given the fact that the 2020 pandemic has changed, and will continue to change the way higher education functions. This research provides strong evidence that reveals

how WPAs attempt to serve the varied needs and positionalities of their part-time faculty. Therefore, ARM is a framework for understanding the work writing program administrators do. Still, it is useful for any administrator overseeing a program, department, unit, school, or college because it reinforces purposeful thinking that leads to strategic action.

For example, during the Spring 2020 semester, faculty across all institutions of higher education moved their courses into online spaces exclusively in response to the growing coronavirus threat. Most WPAs will likely attest that requiring part-time contingent faculty and graduate students to move their first-year writing courses online came with a host of issues and concerns for administrators to consider. As Jennifer Riley Campbell and Richard Colby remind us, "the WPA wears many hats" (51) and the Spring 2020 semester was no exception. At the University of Arkansas at Little Rock, a four-year, research-based, public institution, I serve as the first-year writing director. In response to the need to shift things to the online environment, I quickly developed a one-day training workshop covering some of the best practices in online writing instruction. The workshop aligned with the Conference on College Composition and Communication's Online Writing Instruction (OWI) Position Statement. OWI Principle 7 states "Writing Program Administrators (WPAs) for OWI programs and their online writing teachers should receive appropriate OWI-focused training, professional development, and assessment for evaluation and promotion purposes" ("CCCC"). Nevertheless, I did not focus on the training of administrators as suggested in the principle; instead, I focused the workshop on training the part-time faculty. The action I took falls in line with the ARM framework. I recognized the pandemic moment as an opportunity to create a professional development workshop for part-time faculty doing online writing instruction within the first-year writing program.

My goal was to give part-time faculty resources to develop their online courses, as many had little to no experience teaching online. This was a challenging prospect. As such, the work helped to solidify what research (e.g., Hewett and Martini; Bourelle) in rhetoric and composition continues to reveal, that professionalizing part-time faculty, especially those teaching first-year writing online, is essential to student learning, and those faculty members' growth as teachers.

Writing Program Administration
The goal of this brief review of literature is to provide some context about writing program administrators. The writing program administrator must balance their scholarly activities, often including teaching, research, and service to their institutions alongside the management of the program itself. For instance, Naydan explains that "they often hire, opt against renewing, fire, rehire, and administrate part- and full-time contingent faculty who have emerged as part and parcel of a twenty-first-century higher education workforce that is shaped by corporate forces" (284). This

predicament places the WPA in a dichotomous position because their work for the institution is two-fold, serving as both administrator and faculty. As Donna Strickland notes, "most schools want a writing program administrator, someone to manage a first-year writing program, a writing center, or a writing across the curriculum program. To profess composition, is to study one thing and do quite another" (2). The WPA has one foot planted firmly in monitoring the task of other faculty and the other in the academic work associated with part-time faculty development and performance.

Additionally, many part-time faculty are used to staff the general education or first-year courses. Specifically, first-year writing programs are distinctively situated because many programs employ a high number of contingent faculty members if compared to other programs, and, as noted in much of the research (Khan, Lalicker, and Lynch-Biniek; Bousquet; and Schell), part-time faculty are not paid well for their labor, many first-year programs lack sufficient funding, and there are a number or diverse stakeholder perspectives about the function and utility of writing instruction for first-year college learners. Efforts to increase accountability within higher education, and specifically in first-year writing or composition programs has resulted in leaner budgets. Writing program administrators make decisions about staffing first-year writing courses, in part, based upon the need to cut cost. In *A Rhetoric for Writing Program Administrators* Tom Fox and Rita Malenczyk offered yet another detailed picture of WPA work. They argued that internal institutional influences, such as faculty concerns about curriculum to external influences such as resource allocation, both inform the decisions WPAs must make. Playing in the middle is not easy, especially if a WPA does not have tenure or is in a tenure line position (321). Both authors suggested that WPAs are navigating the waters of what Strickland termed "the managerial unconscious"—a desire to find a balance between the managerial work of administration and the intellectual work of their discipline, rhetoric and composition (86-87). Neither Fox nor Malenczyk described administration and intellectual work as mutually exclusive; both can work in concert. Consequently, much of the literature surrounding WPA work characterizes it as being a balancing act. This research attempts to analyze and ultimately argue that another facet of the role is to serve as advocates of more professional development opportunities for their part-time faculty, which reflects the ARM framework identified within this study.

Methodology
The term Administrative Rhetorical Mindfulness (ARM) came as a result of my dissertation research methodology, which was a qualitative study examining the approaches WPAs use to further the professionalization of part-time faculty, specifically those teaching first-year writing online. I sent a survey to a listserv for administrators of writing programs. The

survey was designed to elicit responses about administrator approaches to faculty training. Additionally, I asked willing participants to sit for a semi-structured interview and 10 agreed. The participants came from across a range of institutional types. One of the questions driving my research was: What methods and/or models of professional development can writing program administrators use to better serve part-time contingent faculty teaching composition online? Part of my rationale for this question was two-fold. First, I wanted to ask a direct question that attempted to pin down exactly what WPAs do as it relates to professional development of part-time faculty. Second, I wanted it to spark thoughts and ideas about the necessity of, and for continued professionalization of part-time contingent faculty.

What emerged as I interrogated the qualitative data was a theme centered directly on how the WPAs in this research attempted to professionalize their part-time faculty. I conducted the research over two phases. Phase I included using the WPA-Listserv to distribute the survey/questionnaire, which contained an open response section. Phase II included using a semi-structured interview protocol to question WPAs about their approaches to professional development. The findings illustrated the phenomenon of professional development endeavors and online writing instruction, through the lens of the WPA's experiences.

My IRB[6] approved qualitative study began in the summer of 2018. I collected three types of data: questionnaire responses, open-ended responses (within the questionnaire), and semi-structured interview answers. Of the 37 participants, 10 agreed to follow-up interviews. The interview questions ranged from issues related to part-time faculty employment and concerns about professional development. My guiding research questions were:

- How do writing program administrators use professional development opportunities to promote part-time faculty inclusion within the writing program and empower with training opportunities to teach writing online?
- How do established norms associated with rank and status limit opportunity and perhaps marginalize those individuals occupying part-time positions?

Furthermore, the qualitative data analysis included a five-step coding process of the questionnaire responses and the interview transcripts. The semi-structured interview questions were designed to gain a complete and more nuanced picture of how writing program administrators approach professionalizing part-time contingent faculty. I triangulated the data to help secure the credibility of the findings.

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[6] Institutional Review Board Request for Review of Protocol # 18-081-R2

WPA research is often grounded within the narratives of what WPAs do. This research is no exception, though what makes it significant is that I attempted to lay the groundwork for a new framework of leadership for WPAs managing writing programs. My research documents what WPAs do and does so through their own words as the main pillar of evidence. Their narratives about professionalization matter as Sura et. al mentions, "narratives are ubiquitous throughout WPA scholarship because they help situate their reader within an otherwise possibly foreign context. It is through narrative that WPAs are best able to share with a larger audience what they do and why and how their work is intellectual" (80). Increased accounts of WPA practical approaches to professionalizing part-time faculty teaching writing online could help to inform and create more opportunities for training and preparation.

I examined the qualitative data, using the NVivo coding method for the participants' responses to the following question: What role, if any, do you believe the WPA should play in helping prepare part-time faculty to teach first-year writing online? The question represents their thoughts about the various duties associated with administering a writing program, and specifically part-time faculty. Though there was an implicit assumption in the question, that maybe the participants would respond in the affirmative, it was in part based upon research (Phelps; Schell; Strickland).

For example, one participant stated, "I oversee the writing program and all of the faculty in the writing program." It is possible that WPAs understand their roles through what Strickland describes as "managerial logic, in other words, fundamentally proceeds out of professional culture. Once organizations of any kind are organized hierarchically, with a class of experts structuring and overseeing the work of a group of non-experts, management happens" (58). The nature of management lends itself to leadership; in some ways managing and leading are tethered together. Effective managers are effective leaders. As such, all participants identified as an administrator or director of a writing program, department, or someone who works in a management capacity, helping to facilitate first-year writing throughout their institution. Thus, further interrogating one significant question from the interview transcript data offered more nuanced information about WPA practices and approaches toward professional development of part-time faculty.

Results: Data Analysis

The WPAs participating in this study answered several open-ended survey questions. The two that garnered the most responses were about possible barriers and advantages to providing OWI training for part-time contingent faculty. Answering them gave WPAs the chance to describe their experiences in greater detail. I used the terms Funding and Workload as categories to reflect the problems they encountered in their efforts to provide additional professional development. Each term and subsequent

coding category reveal potential WPA perceptions of what preparation means for part-time faculty. These two terms help to illustrate how a WPAs' role can function within an ARM framework. These results help to support my argument that WPAs approaches to training fall within the realm of being a mindful administrator. ARM is a conceptual lens that helps to underscore WPA ideas, thoughts, and attempts to provide professional development for part-time contingent faculty.

Funding

The term funding highlights what participants viewed as a barrier to providing or promoting preparation or training for online writing instruction. Though some used the term itself to describe the difficulties they have experienced in trying to promote or encourage part-time contingent faculty to take advantage of training opportunities, others expressed ideas that seemed to suggest not being able to offer compensation or payment to part-time contingent workers presented a myriad of ethical and administrative difficulties. As one WPA participant stated:

> Contingent faculty are paid poorly and are not compensated for additional PD time. As a result, we offer very little PD for them. When we do, the events are either poorly attended or not attended at all. 2) The institution has moved to using Quality Matters (QM) to ensure standards across online courses. I was sent to QM training as was the Associate WPA. The notion (from outside the program) was that we would attend and create course templates within the Course Management System. That way no other faculty would need training. They would simply follow the existing template and grade.

As reported in the participant's response, part-time faculty are paid, but given an amount that is insufficient. One thing to emphasize, based upon the participant's response is the availability of funding for training remained problematic. Training for those actually teaching the courses amounted to using prepackaged course shells.

Further, the participant added that the predesigned course positioned teachers as graders, alluding that the instructor could potentially lose his or her agency. Though instructors could adopt a more engaged approach to pedagogy, using a prepacked course shell might tempt some to run the course on auto pilot and thus adversely impact student outcomes like interaction and presence between students and faculty.

Additionally, another participant added, "Compensation is a big problem; the writing program doesn't have a set budget, and part-time faculty aren't typically compensated for professional development. This means that a more formal OWI program would need to be funded

somehow." This participant's comments indicated a lack of resources available to a) pay a part-time faculty member and b) sustain a departmental program designed to prepare faculty for online writing instruction. Similarly, another participant stated "Their time and funding. We can only compensate them for so many hours, and it is unfair to expect them to attend preparations for which they are not paid though many are willing." Thus, funding becomes a two-pronged concern; a lack of funding to pay part-time faculty and to develop and sustain a program geared toward professional development were key concerns for writing program administrators. The data in this research revealed that funding was a consistent barrier for many participants at their respective institutions.

Workload
WPAs think not only of the workload on themselves but part-time faculty as well. Part-time faculty often do not have the time in their schedules to attend preparatory or training sessions. As one WPA reiterated, "They are often spread thin, so asking them to do more work or finding a convenient time can be challenging." This response supported previous research (e.g., Nelson; Ochua; Mandernach) that part-time workers typically work at multiple institutions, trying to balance what often amounts to full-time work. Moreover, another participant suggested that, ". . . faculty have little time to participate in a course in online instruction, but they can't teach online without taking the course." As a result, many do not take advantage of training offered, given the constraints on their time. Additionally, some participants argue that their (the WPAs) workload did not afford them the time to develop, plan, and implement training for part-time faculty, though some recognized the need for it. Still, time and scheduling play crucial parts. As another participant stated, "Time. We already have impacted weeks with meetings and workshops such that it gets hard to find time to offer something." The desire, the drive, and the good intentions are present, but the workload gives little to no room for many, if any, professional development opportunities.

Moreover, another participant offered some insight about how time and workload shape and even dictate the choices WPAs are able to make:

> The WPA's responsibilities have evolved a great deal since I joined. The past two years, I've had to take a more direct role in schedule building and other issues like managing course evaluations, etc., items that used to be handled by the chair and admin specialist. To some extent, I also feel like I'm usually having to clean up someone else's mess, on top of serving on committees and managing concurrent enrollment, and also trying to help with recruitment and promotion of our major. In short, teacher training and development (especially of online faculty)

seems to take a back seat to other expectations. I'm trying to work with other faculty members to reverse this trend.

The sentiments expressed in the data seem consistent with the experiences shared in "WPAs in Transition: Navigating Educational Leadership Positions," specifically Chris Blankenship describes WPA work as, "… stressful and time consuming" (45). The data in this study confirms that while part-time faculty development opportunities are rife with challenges, WPAs understand the value of it; even though obstacles existed, many described the advantages that providing a means to, or a mechanism for training would produce.

The survey participants had the opportunity to answer two open-ended questions about possible barriers and advantages to providing OWI training for part-time contingent faculty. In the first coding stage of the data, the researcher used NVivo coding software to develop categories to use in the first level-coding process for each interview transcript. Since my goal was to document the experiences of writing program administrators and to examine their view of preparation and training for adjunct faculty, coding allowed for ". . . words and short phrases from the participants' own language in the data record" (Miles, Huberman, and Saldana 74). As such, the researcher identified several common phrases, reduced them to codes, and then into two categories. The survey response codes reflect participants' views about professional development. Unpacking WPA approaches to training via their responses helped me identify potential emergent themes of WPA training designed to help teach first-year writing online (see Table 1).

Table 1: Open-Ended Survey Writing Response Codes

NVivo Code	Category
Paid Poorly	Funding
Not Compensated	Funding
Not Paid Budget	Funding
Spread Thin	Workload
Impacted Weeks	Workload
Evolved Responsibility	Workload

The NVivo codes were consistent phrases that emerged from the open-ended survey responses. In fact, they are precisely the factors which often characterize the climate within many higher education organizations. Thus, the need for a framework like ARM can lead administrators to look for ways to enhance their professionalization efforts. The data across all interviews reflected the participants' sense of responsibility for those faculty employed in a part-time capacity.

Discussion: Being A Rhetorically Mindful Administrator

The data collected revealed the perplexities that exist and arise in WPA work. Funding and workload were the two primary concerns and barriers that WPAs consistently articulated as problematic. Some WPAs described their efforts to minimize the use of part-time contingent faculty, while weighing it against their need to balance budgets, and staff courses. The participants in this study might metaphorically describe themselves as being stuck between a rock and a hard place. On the one hand, they were aware of the ethical implications of offering training without pay presented and yet, they must balance that knowledge against their desire to cultivate a culture of professional development for part-time faculty teaching first-year writing. As one participant explained, "the fact that it seems very unfair you know to ask part-time faculty to go above and beyond you know service they should not have service expectations in my opinion." Their attempts to walk a tightrope, balancing the needs of faculty, the needs of students, being held accountable by administrators all proved challenging. Yet, as the ARM framework recognizes that WPA work is positioned to foster moments that can and do include part-time contingent faculty. Similarly, as one participant noted:

> I'm training the new teachers, but also, I am continuing to mentor all of our teaching assistants; it's open to part-time faculty as well. I tried to work with full-time faculty to offer other professional development sort of activities or meetings throughout the year. Some years are more active than others just based on everything else that happens.

The notion that "training is open to part-time faculty" while on its face may seem like a no brainer, the ethical implications of training without pay or compensation may force some WPAs to forgo it. A rhetorically mindful WPA might not ask part-time faculty members to attend a mandatory scheduled training session, instead they might record the session and place it in a Google drive for part timers to view at their leisure or share presentation slides and ask them to reach out with any questions or concerns.

Even though many WPAs were faced with multiple challenges, they affirmed their strong desire to professionalize part-time faculty. This affirmation is an important part of the ARM framework because it gives WPAs the ability to acknowledge the shortcomings of a program hemmed with budget constraints. As this research suggests, funding and workload are tied to budget concerns and if a budget does not allow for opportunities like a workshop for training to occur, then noteworthy events for faculty development could fall to the sideline. The ARM framework invites WPAs to think about professionalization as something that can occur in the moment. Thus, the framework allows space to push toward continued progress and advocacy for part-time faculty.

Although the two themes of funding and workload emerged as barriers to training, WPAs continually noted the perks of continued professionalization, for example, one participant identified advantages to professional development and training that included efforts to "build a community of scholars, treat part-time faculty as professionals, which adds the expectation that they will do professional type stuff, and that promoting training helps to challenge the misconception that anyone can teach writing." Not only do these statements reinforce key holistic codes[7] like, Support, Environment, and Community, together they suggest that the participant understood the necessity for well-trained faculty, specifically those teaching writing online.

Becoming a supporting and encouraging administrator are fundamental to the ARM framework. An administrator that attempts to take strong action to perform both is working well within the realm of administrative rhetorical mindfulness. Further examples of the ARM framework within the participant data included asking part-time faculty to seek out opportunities to attend a local or regional conference or observing a part-timer's online course and offering feedback. These experiences are not only fundamental to the continued development of part-time faculty but they also reveal the administrator's commitment to maintaining the integrity of the program.

Furthermore, when a WPA takes actions that are steeped in acts that help to support a part-time faculty member's continued development, this helps to create and promote an inclusive atmosphere for part-time contingent faculty within various departments and programs. This signals to part-time faculty what is being valued. If part-time faculty come to see the WPA as someone that will support, if they can, efforts to stay abreast of research and scholarly activities within the field, then in term it helps part-time faculty feel more like part of the team. As such, their approaches to preparing and training reflected what Ann Penrose defines as crafting a professional identity "research on professional identity among K-12 educators demonstrates a relationship between coherent professional communities and the quality of student learning" (110). What's instructive about Penrose's statement and the data in this research was that WPAs, even when faced with budget and equity concerns, still attempted to advance the interests of their part-time faculty.

The interview data in this research indicated that WPAs are attentive to the professional needs of their part-time faculty. In other words, they understand the problematic nature of contingency, especially for those working in a part-time capacity. What's most instructive about this data is that WPAs are actively engaged in trying to make a more level playing field for all faculty teaching first-year writing in any modality. It's

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[7] "This method applies a single code to a large unit of data in the corpus, rather than line-by-line coding, to capture a sense of the overall contents and the possible categories that may develop" (Miles, Huberman, and Saldana 77).

all about equity. In some ways, this research shines a light on their attempts to lessen the impact of contingency. Some WPAs sought out ways to bring part-time faculty into the fold, recognizing the positive outcomes associated with more training, while others worried about placing more work on top of an often already full plate.

Intersectionality and the WPA

One question that has emerged as a result of this research is: how do WPAs work to advance the myriad of positions that converge at the center of part-time contingency? For example, consider a part-timer that works at several institutions, is Black American, female-identified, cisgender, middle-aged person. What types of inequities might they face as a result of the multiple intersections of their identity? For many WPAs advancing social justice and equity goals are equally as important as ensuring faculty have access to professional development. While the WPAs in this research did not specifically indicate these desires, their sentiments about their responsibility to faculty and the concern to do as much as they could to further professionalize them, suggests they are clearly in the lane of intersectionality. Although many identified the challenges additional training opportunities often encumbered, they were all aligned to the notion that continued and sustainable development is a good thing. Thus, their roles as WPAs created space for them to advocate and serve others.

Moreover, engaging within an ARM framework, may be one path toward putting intersectionality into practice. In "Toward a Field of Intersectionality Studies: Theory, Application, and Praxis," the authors note as part of building an intersectional framework, "scholars and activists illustrate how practices necessarily informs theory and how theory ideally should inform best practices"…(Cho, Crenshaw, and McCall 786). This research attempts to show how some practices, for example being aware of funding or workload issues as it relates to training, and using a moment with a part-time faculty member to discuss how presence and interaction are two key features of keeping students engaged in an online course. That action, that practice, is being a mindful administrator. As the authors correctly identify, it is the practice in this sense that works to inform theory. Even further, Cho, Crenshaw and McCall state:

> As such, it is more a heuristic device than a categorical one. Nonetheless, we might broadly differentiate projects along these provisional lines of demarcation by highlighting the ways that some practitioners mobilize intersectionality as a tool to interrogate and intervene in the social plane while others seek to interrogate intersectionality as a theoretical framework through the formal requirements of social theory and methodology. (786)

This research does amplify the work that the participants use to level the playing field in some ways. Even though the participants did not examine their own practices through the lens of intersectionality per se, their concern for part-time faculty did suggest that perhaps building a consistent and sustainable professional development culture would create a more inclusive program.

Nevertheless, at the heart of much of the WPA narrative focused scholarship is a tendency to reflect on practices. As Nayden notes, "In many ways, the story I tell is a story of struggling to position myself as an activist academic . . ." (285). Much like the participants within my study, this WPAs role is one that pushes toward justice, or a more just work environment for part-time faculty. For example, my own experiences as a WPA, since the spring of 2020 has taught me to think about the multiple scenarios that could come into play within a writing program. Recently, in "Black Perspectives in Writing Program Administration," Staci Perryman Clark and Collin Craig contend that positionality plays a fundamental role in the administration of a writing program. They state:

> More recently, conversations concerning race have been discussed in writing program administration (WPA) scholarship. These conversations have highlighted how making race visible in our intersecting administrative and curricular practices creates opportunities to both explore and problematize writing program administration as a framework for institutional and disciplinary critique. (1)

As a Black, cis-gender, male-identified, homosexual, able, agnostic, middle class-ish academic leading a writing program, I have to account for how these varied cross sections influence and inform the choices I make. The ARM framework compels me to think and act in ways that will support my students and faculty of color. In part, my positionality as a Black male queer administrator gives me a unique perspective. How might my varied positionality influence, change, determine, and center the choices I make? All have helped me to act as a rhetorically mindful administrator, which in part, means understanding one's own unique positions and moving toward action with intention.

In-the-Moment-Take-Action Recommendations
The ARM framework positions WPAs as leaders within their programs. Given this reality, WPAs might see themselves as agents of change. Adopting a more intersectional lens of administration means "examining the dynamics of difference and sameness" (Cho, Crenshaw, and McCall 787), which could give WPAs yet another framework necessary to explore practices under the umbrella of professional development. One way to engage with intersectionality is to take a bottom-up approach to

administration, which means looking for specific instances or moments to engage faculty in professional development. For example:

- Take time to examine and explore the needs of faculty, staff, and students whose voices and experiences may have gotten overlooked in terms of curriculum, access to resources, topics for training and conferences.
- Form part-time faculty focus groups to learn what ideas they have and what they might like to contribute.
- Highlight the experiences of faculty of color and highlight them within the program.

Essentially, this research asks WPAs to question what they do, and do not do, that pushes against the grain and allows part-time faculty the same opportunities as their full-time counterparts to fully engage as teaching practitioners within their writing programs.

WPA work requires foresight. As directors of writing programs, administrators must see the bigger picture not only for the programmatic outcomes but to help sustain an inclusive and socially just environment within the program, too. Thus, part of my argument recognizes what Lorena Garcia articulates, "intersectionality has been used in a multitude of ways, both to theorize and in more practical applications (102). As well as, Wendy Sigle-Rushton "at its root, intersectionality posits that different dimensions of social life (hierarchies, axes of differentiation, axes of oppression, social structures, normativities) are intersecting, mutually modifying and inseparable" (3). Given the complexity of WPA work and the range of identities that fill writing programs, means that should act in rhetorically mindful ways. Thus, arguments that advocate for the rights of others, aligns well with Breslin, Pandey, and Riccucci. They state that, "Intersectionality provides a critical analytic lens for expanding our knowledge of leadership in public organization as well as highlighting barriers to leadership opportunities" (161). Moreover, WPAs are well suited to use an intersectional framework, and in some ways, this is what ARM is. When WPAs work toward identifying and dismantling norms associated with rank and/or employment status that restricts opportunities for part-time contingent faculty, they are operating within an intersectional and ARM framework.

In addition, when WPAs work toward creating in the moment and/or more intentional, professional development opportunities for part-time faculty, this invariably helps to build community. Community building can take on a number of iterations; however, the primary purpose is to bring voices, often those that get silenced or overshadowed, to the table. This research reveals that WPAs are attempting to forge a path toward a professional development model that is not only grounded in creating the best outcomes for students but also focuses on the sustained

and continued training of part-time faculty. Conceptualizing Intersectionality and its possible applications within the ARM framework show how approaches to professionalizing part-time faculty work at the programmatic level.

Conclusion

Writing program administrators play an important role in creating a just and fair culture of professional development. Specifically, since many administrators within the field continue to rely upon part-time labor to teach many first-year writing courses, WPAs must provide enough "resources that support comprehensive recruitment and hiring processes, provide structured and consistent orientation experiences, and promote engagement opportunities for adjunct faculty to participate as decision makers in the delivery of distance and online educational programs" (Ridge and Ritt 57). This means WPAs must take flight by taking action. WPAs should take more purposeful action; for example, think of training that happens in the "moment."

Finally, WPAs are already positioned and primed to do scholarly work that breaks down the walls that contingency often builds. As Garcia states, "Regardless of where and how one situates intellectual labor, engaged scholarship that is intended to be insurgent cannot be done in isolation if it is to be a sustainable component of social justice efforts" (104). By its very nature professional development is outward and/or public facing. While WPAs may find ways to help or foster a culture of professional development, part-time faculty should also feel free to reject or decline any opportunities without fear of repercussions. The professional development work WPAs do on behalf of the faculty who help sustain the program must become a crucial component of maintaining a successful writing program.

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