SYSTEMS SHIFT
CREATING AND NAVIGATING CHANGE IN RHETORIC AND COMPOSITION ADMINISTRATION

Edited by
Genesea M. Carter
and Aurora Matzke
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

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)
Alexandria L. Lockett, Iris D. Ruiz, James Chase Sanchez, and Christopher Carter (Eds.), *Race, Rhetoric, and Research Methods* (2021)
Ryan J. Dippre and Talinn Phillips (Eds.), *Approaches to Lifespan Writing Research: Generating an Actionable Coherence* (2020)
CONTENTS

Acknowledgments ............................................ vii
Foreword .......................................................... ix
  Eric C. Camarillo
Introduction .................................................. 3
  Aurora Matzke and Genesea M. Carter

SECTION 1. DISCIPLINARY AND PUBLIC NETWORKS: EXISTING AS A
PROFESSION ..................................................... 23
Chapter 1. Purposeful Access: Reinventing Supersystems through
Rhetorical Action ............................................. 27
  Bre Garrett and Matt Dowell
Chapter 2. At a Crossroads: The Committee for Change and the
Voices of CCCC ................................................. 51
  Bernice Olivas, Janelle Jennings-Alexander, Mara Lee
  Grayson, Tamara Issak, Lana Oweidat, Christina V.
  Cedillo, Ashanka Kumari, Caitlyn Rudolph-Schram,
  and Trent M. Kays
Chapter 3. “Help I Posted”: Race, Power, Disciplinary Shifts, and
the #WPAListserv–FeministRevolution ....................... 73
  Iris Ruiz, Latina Oculta, 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 .................................................... 99
  Erec Smith

SECTION 2. INTRA-CAMPUS AND INSTITUTIONAL NETWORKS:
EXISTING AS A PROGRAM .................................. 117
Chapter 5. Basic Writing’s Interoffice, Intercampus Actor-Network:
Assembling Our History through Dolmagean Analysis .......... 121
  John Paul Tassoni
Chapter 6. Outsiders Looking In: Discursive Constructions of
Remediation beyond the Academy ................................ 141
  Lynn Reid
Contents

Chapter 7. Working Within the Rhetorical Constraints: Renovation and Resistance in a First-Year Writing Program .................... 165
   Mara Lee Grayson

Chapter 8. Negotiating Dominance in Writing Program Administration:
   A Case Study .......................................................... 189
   Emily R. Johnston

Chapter 9. Networking Across the Curriculum: Challenges,
   Contradictions, and Changes ........................................ 203
   Kelly Bradbury, Sue Doe, and Mike Palmquist

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 ............ 249
   Lucien Darjeun Meadows

Section 3. Personal and Relational Networks: Existing as
   an Administrator ..................................................... 269

Chapter 12. Is Resistance Futile? Struggling against Systematic
   Assimilation of Administrative Work .................................. 271
   Genesea M. Carter

Chapter 13. “It’s Complicated”: Scheduling as an Intellectual,
   Networked Social Justice Issue for WPAs .......................... 293
   Julia Voss and Kathryn Bruchmann

Chapter 14. Flexible Framing, Open Spaces, and Adaptive Resources:
   A Networked Approach to Writing Program Administration .... 321
   Jenna Morton-Aiken

Conclusion. A Tool Kit .................................................. 345
   Genesea M. Carter and Aurora Matzke

Afterwords ................................................................. 357
   Lucien Darjeun Meadows

Contributors .............................................................. 359