PERSONAL AND RELATIONAL NETWORKS: EXISTING AS AN ADMINISTRATOR

As we open the third section, Personal and Relational Networks: Existing as an Administrator, the work of the authors becomes further characterized by managerial tasks. Chapter 12 begins with the task of self-care, a task Genesea M. Carter says is necessary to managerial success but rarely supported by the neoliberal systems which guide higher education. Carter points readers to (1) attention toward the concept of a rhetoric and composition administrator as a constructed persona that is problematically perpetuated by larger systems of communication within the field, and (2) the ways in which the body functions as a supersystem in and of itself that must be actively monitored to sustain change-making efforts. Carter encourages administrators and the field at large to re-write the field's narratives about work, to be mindful of the language we use about the work we do, and to set work-life boundaries; these three recommendations can help administrators mindfully navigate academia writ large as a system, so as to not suffer burnout, when working toward more equitable educational settings for those within our care.

Next, in Chapter 13, Julia Voss and Kathryn Bruchmann delve into a discussion of course and classroom scheduling, examining the campus-wide networks of stakeholders involved in the delivery of writing instruction and its infrastructure. They make interesting comparisons between institutional characteristics

of the student body, tuition, and selectivity and the types of classrooms used, encouraging administrators to critically consider the systems at work when they complete the routine task of scheduling and classroom assignment.

Finally, Chapter 14 closes the collection with a discussion of archiving. In this chapter, Jenna Morton-Aiken names the rhetorical power of organizational habits and archival principles for the compositionist as both individual instructor and program administrator. Taking the reader through her experience archiving information during her graduate studies, Morton-Aiken argues that we are all archivists, whether we're working in digital archives, Sharepoint or Google Drive, office file cabinets, or other digital or analog spaces. Morton-Aiken calls for program administrators to pay attention to and critically engage with archiving: the *how* and *why* administrators archive enables or constricts the ways in which they and others are able to facilitate changes in their programs and beyond.

The purpose of this section is to consider the routine work of the administrator, and its relationship to systems that affect it. Self-care, scheduling, and archiving are just a few of the common tasks that can easily be checked off of a list with little time for critical attention to the systems at play. Why is it so easy to skip self-care in systems of higher education? Why can scheduling be complicated by networks of power? And how can archiving contribute to DEIBSJ? This section challenges the manager to pause and consider various networks that shape the common and necessary tasks of the rhetoric and composition administrator. As we close this interchapter, we offer you a few reflection and 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:

- How might workplace boundaries improve the equity and health of your program and department? How might you encourage others in your program or department to set workplace boundaries as well?
- How might the infrastructure of course scheduling promote or impede change making? How might the rhetoric of space and place fit into conversations about course scheduling, particularly which courses or meetings get scheduled in which spaces?
- What does archival work, knowledge management, and content coding tell you about what information and knowledge is privileged and prioritized? Are there new systems you or others can put into place to enact DEIBSJ in your classroom, program, or department?
- What are some of the additional "day-to-day" tasks of the program administrator that may inhibit or promote equity work? What gaps still exist regarding these activities in the larger literature?