Chapter 2. So, you want to be an OWPA?

Shelley Rodrigo
University of Arizona

Abstract: Individuals can be both unofficial or official online writing program administrators (OWPAs) throughout their career. Becoming and being an OWPA requires developing expertise in writing studies, online pedagogy and technologies, as well as leadership and managerial skills. More importantly, being a successful OWPA requires being a leader with integrity, vision, and values; a person who is inclusive, transparent, and has a strong work ethic; plus, of course, an administrator who is personal, accessible, responsive, and strategic (PARS; Borgman & McArdle, 2019). The OWPA's day is long and the work hard; however, there is a large community of people to help with both developing and using administrative skills for good as well as learning to draw boundaries, rest, and be human.

Keywords: vision, values, professional growth, community, boundaries, rest

Although the term *writing program administrator* (WPA) historically emphasized the individual who oversees the program offering the required first-year writing courses, it has grown to encompass all individuals who oversee different types of writing programs (Malenczyk, 2016), whether or not the program or the position is institutionally recognized (Rodrigo & Romberger, 2017). If someone is making decisions about writing instruction or the support of writing instruction, they are a WPA. Jessie Borgman's (2016) experience as an adjunct OWPA is an example that demonstrates *online WPA* can be defined and described similarly to WPAs. Therefore, an OWPA is an individual who officially, or unofficially, oversees digitally mediated writing programs (defined broadly). With this broad definition of OWPA, I claim I have been an OWPA most of my 20+ year career. I started in unofficial programs and roles and have more recently been the lead administrator of an online writing program (OWP) as well, shifting to *the* WPA of a first-year (and beyond!) writing program just before the COVID-19 pandemic starting in March 2020. I can say with confidence, being a successful OWPA requires being

- a leader with integrity, vision, and values;
- a person who is inclusive, transparent, and has a strong work ethic;
- plus, of course, an administrator who is personal, accessible, responsive, and strategic (PARS; Borgman & McArdle, 2019).

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Theory and Practice

In this chapter, I use Borgman and McArdle's (2019) PARS approach to frame a reflective narrative of my professional career, connecting to other scholarly research and theory, to provide suggestions, take-aways, and applications for the readers who are either running an OWP (again, defined broadly) or want to do so in the future. In the original *PARS* text, Borgman and McArdle (2019) provide descriptions and definitions for *personal*, *accessible*, *responsive*, and *strategic*; before reflecting, I want to map how I'll be adapting the PARS framework in this chapter.

Personal – Borgman and McArdle (2019) emphasize "serving faculty and students" (p. 26). I emphasize having a theory of interactions. My theory specifically includes being accessible, willing to share, and transparent about my experiences and expectations.

Accessible – Borgman and McArdle remind us of the obvious interpretations of administrative accessibility: being accessible to stakeholders and providing support to make digital learning environments accessible. I especially appreciate their emphasis on being an inclusive leader, ensuring programmatic decision-making and resource development are accessible to faculty in the program.

Responsive – As administrators, Borgman and McArdle suggest that responsiveness emphasizes preparing and continuing to support online faculty. I want to expand this to think about responsiveness as a type of interaction or engagement that emphasizes listening and paying attention to what somebody (or something, sometimes it's the technologies we need to engage with) wants and needs and then responding accordingly. Similar to a responsive instructor, I'd argue responsive administrators are transparent about their philosophy of engagement so that all stakeholders know when and where they can communicate and are aware of when and where administrators respond.

Strategic – Especially as online administrators, Borgman and McArdle stress having a plan. I appreciate their emphasis on making the plan user-centered and add that it also needs to remain flexible. Being strategic means also having specific goals and values that guide the plan and any decisions that need to be made (for example, like in March 2020 when you must support an entire unit transitioning from in-person to online instruction).

My mapping of PARS suggests that an OWPA needs to have vision and values that then frame being personal, accessible, responsive, and strategic. Whereas visions change, they must adapt to new contexts; identifying core values is one of the most important strategic moves an OWPA can make. While reading my adaptation and framing of PARS, hopefully you identified my repeated emphasis on inclusivity and transparency; those are the values that I'll continue to emphasize below.

So, You Want to Be an OWPA? (Preparation & Education)

Let's be honest. Just as an experienced writing instructor does not a WPA make, having a lot of experience teaching online writing courses does not necessarily prepare someone to administer an online writing program. Before discussing how to prepare to be an OWPA, let's talk about what *skills* an OWPA needs. Some of the earliest OWPA positions were in writing centers (or, to claim the catchy name, online writing labs [OWLS]). There is scholarship about writing centers needing to support online students as early as the mid-1990s (e.g., Blythe, 1997; Harris & Pemberton, 1995; Healy, 1995). Even where an institution's first-year writing program was not offering online courses, the point at which an institution starts to offer online courses in other disciplines requiring writing-intensive courses prompted administrators to call upon writing centers to support that new online student population. These writing center (O) WPAs were initially concerned about the ability to share materials with online students (thus we have the robust Purdue OWL resource, among others) and how to work with students in different locations. Lots of early discussion about OWLs focused on what technologies to use (e.g., Coogan, 1995; Harris & Pemberton, 1995; Simons et al., 1995) and maintaining the ethical philosophy of not being a drop-off editorial service, especially when so many could only work with students through asynchronous means (e.g., Healy, 1995; Johanek & Rickly, 1995; Jordan-Henley & Maid, 1995).

This particular history of OWPAs emphasizes that OWPAs must have the technical knowledge of computers and networks as well as the theoretical and philosophical frameworks to pedagogically and ethically implement them. When, mostly unofficial (Rodrigo & Romberger, 2017), OWPA positions emerged, those folks had to understand the technologies as well as how the technologies played out with writing-specific pedagogies and institutionally contextualized students. Many initial OWPA positions were offering training to support faculty teaching in computer labs and/or online environments like learning management systems (LMSs). The subfield of computers and writing is filled with calls for faculty to be technologically trained in a disciplinary and contextually grounded manner (e.g., Hewett & Ehmann, 2004; Mirtz & Leverenz, 2000; Palmquist et al., 1998). For example, the "average" computer and Wi-Fi access of my community college students in the first decade of the 21st century was different from university students during the second decade. I had to understand the pedagogy, the technology, and the context in which I worked and how the context may have been different than the ones many scholars wrote about. Other (un)official OWPA positions include website or lab managers, department technological liaisons (Rodrigo & Romberger, 2017), and managers of makerspaces (Selber, 2020). Stuart Selber (2020) describes how these types of positions can "run the spectrum from modest university engagements . . . to ambitious interventions that aim to achieve large-scale change in how digital technologies are institutionalized" (pp. 1-2).

I'll pull from my own history as an example of early OWPAs balancing technical knowledge with theoretical frameworks and contextual realities. As a graduate student in the late 1990s, I taught the second online writing course offered at the university. I was offered that course because I had already demonstrated my commitment to and skills with digitally facilitated pedagogies. Without having phrases like OWPA or writing program technologist (WPT; Rodrigo & Romberger, 2017), I already knew I wanted to be someone who specialized in digitally mediated teaching. I requested teaching in computer-mediated classrooms and volunteered to facilitate workshops where I shared with others what, how, and why to teach writing with computers. When I served as the writing program's graduate assistant WPA, I helped develop digital newsletters and training materials. Very quickly, my interest in and experience with teaching in digitally mediated spaces expanded to OWPA type work supporting other instructors.

My interest in digitally mediated pedagogies transferred over to my scholarly projects as well. As I started to study digitally mediated writing instruction, I immersed myself in the computers and writing community (in which I initially participated as a graduate student in the Computers and Writing Conference's Graduate Research Network (GRN) and continue to contribute to as a mentor in the GRN). More importantly, however, I also found a whole world of online and digitally mediated pedagogical research and theories by education scholars. As an online teacher-scholar, I looked to all these places for inspiration and camaraderie. Later as an OWPA, I found that just as there is a robust field of online and distance learning scholarship outside of what is produced within writing studies, there is also scholarship about administering online programs, which includes the *Online Journal of Distance Learning Administration* (*OJDLA)*. *OJDLA* has published two articles about online writing programs (i.e., Stella & Corry, 2013; Tucker, 2012). Finding and reading this scholarship helped grow my knowledge of technologies and expanded the frameworks I used to implement them.

Having the experience of teaching online as well as the knowledge to talk about digital technologies and how they applied to teaching writing allowed me to land a full-time job before I had completed my doctorate. (I'm not suggesting this path is for everyone; it's just what I did.) I gained a lot of online teaching experience (my position was a 5/5 teaching load at a community college); I also started to find the unofficial OWPA positions that parallel unofficial or quasi-WPA positions (Hollinger & Borgman, 2020). For example, depending on the year and the institution's commitment, I both unofficially and officially (aka, a title, maybe a stipend) supported online instructor colleagues in English and across the college. I would also (un)officially liaise on behalf of my online students and colleagues in various decision-making processes like revised student learning outcomes, textbook selection, and teacher evaluation processes.

Preparing and educating yourself to be an OWPA means strategically deciding what you want to do and being transparent with yourself and others about your goals. Based on my experience, one of the best ways to prepare and educate

yourself is to start acting the role before you have it. Be personal, accessible, and responsive to your students and colleagues by listening, learning, and, most importantly, sharing what you've learned. Use the opportunities to help others to grow your own knowledge base; for example, I always offer to facilitate sessions about ed tech policies and legal issues as an excuse to grow and update my own knowledge on the topic. Almost every OWPA and WPT I know was facilitating workshops and digital pedagogy sharing sessions before they were ever in either an official or unofficial position.

Balancing What? Do What I Say, Not What I Do.

Before I go any further, I must insert a warning. If this were an old-school set of instructional documents, it would have a triangle in red or yellow with an exclamation point or the word *warning* in all caps. If it were multimodal, it would be beeping.

The single most important thing I have learned as an administrator in higher education is the need to take time off—this warning is for WPAs and OWPAs alike. Our profession rewards people who have terrible work-life balance (and I'm one of them!). Not only is this an equity problem for faculty and administrators in the profession who have legitimate competing responsibilities, it is ultimately unhealthy for the individual as well. Especially as administrators who are savvy about using technology, we not only have but usually embrace the ability to be *on* all the time:

- responding to email in the line at the grocery store (or Disneyland),
- writing up an observation while sitting at our kid's swim practice (or at conferences), and/or
- checking Slack/Microsoft Teams while on vacation (anywhere with a signal!).

The most important suggestion I can give, as repeatedly mentioned by both Borgman and McArdle (2019), counselors (e.g., Tawwab, 2021), and scholars discussing how to teach online courses (e.g., Boettcher & Conrad, 2016; Riggs, 2019; Stachowiak, 2020), is that we have to be strategic about how we balance the thrill and satisfaction that comes from being personal, accessible, and responsive to our students, faculty, staff, IT colleagues, and other extended professional network members with the strategic decisions to draw boundaries and disconnect from work (and technologies!).

For example, although I would have loved to submit a proposal for Borgman and McArdle's 2021 *PARS in Practice* collection, I knew I didn't have the bandwidth to do justice to a chapter at that time. Besides trying to say "no" more often, I have also committed myself to taking at least two weeks off each year (usually separately) to make sure I rest. Although I wish I could say I completely disconnect every time, I have challenged myself the next time I vacay to both leave my

laptop at home and take the email app off my phone. Health and wellness, whatever that is and means for you, is just as critical as disciplinary and technological knowledge. Maintaining your health and wellness is one of the philosophical frameworks to embrace as an OWPA. If you aren't healthy, you can't support the students, faculty, staff, and others in your program.

Stop reading, stand up, stretch, grab a drink of water (I just did!).

Back to our regularly scheduled chapter.

You Are an OWPA, Now What? (Strategies & Growth)

I wouldn't be surprised if many of the readers of this chapter are already OWPAs, official or not. If you are helping your writing program support digital pedagogies and your program either offers or supports online classes . . . you're an OWPA. A TED talk by Simon Sinek (2014) about inspirational leadership includes this quote:

> Leadership is a choice. It is not a rank…I know many people who are at the bottoms of organizations who have no authority and they are absolutely leaders, and this is because they have chosen to look after the person to the left of them, and they have chosen to look after the person to the right of them. This is what a leader is. (09:47)

You're a leader! So now what? One of the biggest problems with being an OWPA or WPT is staying up to date with information in the discipline, with technologies, and a sometimes-shifting student population. It's not enough to know when the institution will update the LMS and what technology-related policies (e.g., accessibility, privacy, copyright) might change; you need to carefully look at and listen to the updated LMS to see, feel, and learn how the changes will impact the pedagogical framework you use and support. And, to top it off, whether or not your leadership role is official, you'll want to continue to grow those leadership, administrative, and/or managerial skills as well. You'll need to balance becoming overwhelmed with too much work, as well as too much continuous professional growth; remember, you are not alone!

There are the stories and scholarship that talk about the lone WPA in a department; however, those people were never alone. They always had a group of colleagues in similar roles at other institutions. The lone WPA just needed to build their network (or, from 1993 to 2019, join the WPA-Listserv). You need to build your OWPA network as well. I drafted parts of this chapter while sitting at Computers and Writing in spring 2022. For many of us in attendance, we got to see our professional family for the first time in two years. The Online Writing Instruction (OWI) Community—an online community developed and maintained by Borgman and McArdle, the authors of the PARS framework—greatly expanded as a professional network during the pandemic. If you live in a region with

many educational institutions, you might build your own network of people who meet regularly to talk tech like I did when creating CyberSalon in the metropolitan Phoenix area. We had regular meeting attendees from across the disciplines who worked in community colleges, universities, and even high schools. I have called upon many of these individuals from Computers and Writing, The OWI Community, and CyberSalon, these disciplinary and academic family members—many fellow OWPAs, WPTs, and WPAs—over the years with questions, concerns, and occasionally the need to complain.

Your scholarly and/or disciplinary colleagues are not the only folks who might fill the role as a professional family member. My high school yearbook advisor reminded me that the office staff were the folks who kept the school running and got things done: "Treat them well." I continue to live by that philosophy and have found it is just as relevant to working with IT staff (again, defined broadly, this might include instructional design and instructional technologist staff working in a center for teaching and learning). Since you are likely to be the one pestering them more than normal anyhow, be sure to make friends. One year when my institution's IT department decided to lock down instructors' ability to do updates on their machines, I was teaching with podcasts, and the iTunes app updated five times in two weeks. The IT staff hated my phone calls by the end of those weeks! But I was already friends with them, and they continued to quickly respond to my requests. This experience also got them rethinking their policy.

If possible, attend professional development activities with students, IT staff, and leadership. I've asked both students and IT staff to attend and/or present with me at teaching and learning conferences. I've attended EDUCAUSE. My current institution holds a yearly IT conference event that includes a teaching and learning strand. I'm most lucky to be the sole faculty member at the University of Arizona who was accepted into and attended the university's IT Leadership Academy, where I met with other IT leaders across campus once a month over an academic year. Not only did I learn from them, but occasionally they benefited from my perspective as a faculty member as well as a leader from a unit that managed the first-year writing requirement. I still occasionally receive emails from some of my cohort members who want to ask questions of someone with a teaching perspective.

Increasingly, there are online pedagogy-focused disciplinary specialists in other departments parallel to OWPAs that you might add to your network of professional family. Also, don't forget the specialists that exist, or that you are continuing to grow, in your own unit. As instructors continue to teach online, they'll want to step up and help guide decisions and do the work of running and maintaining the program. Ann Penrose (2012) reminds us to foster the expertise, autonomy, and community in our programs, especially with our contingent faculty. As painful as it is to lose some of your better instructors, knowing that folks have moved on to better jobs (I'm proud to say six individuals from my unit have been made offers to become instructional designers) means you've not only grown your family, but continue to expand your network.

The point is that if you are open and inclusive when it comes to expanding your professional network, you'll be pleasantly surprised with who you find and what you learn from and with them. Being transparent about why you want to become friends, even family, lays the groundwork for developing robust cross-directional mentoring and support networks. Being transparent is also about being ethical, especially when building professional relationships with students. Scott Wible (2019) reminds us that a "critical part of building" mentoring and collaborating relationships, especially across color lines, "is being open to criticism and critique" (p. 87). One of Wible's (2019) anonymous Black WPA interviewees emphasized the need for both mentors and mentees to be "very direct . . . but doing it not in patronizing ways and instead just leaving things open" to whom you want to work and learn with and from. Planning to build your professional network is strategic; it's being personal, accessible, and responsive that will strengthen the connections between you and your colleagues.

Pause; Take or Schedule a Break

The point of building a network of colleagues (as well as treating staff well; don't forget that!) is not only to have a group of people you can go to for guidance and help, but to develop a web of relationships that can help steer the ship when you step out for a moment, hour, day, or vacation. If you are sick, continuing to work will not allow you to recover. I'm speaking from experience; in January 2021 I needed to recover from a December 2020 holiday hospital stay with COVID. It didn't matter that I technically and technologically could work; my body and brain were not up to the task.

As much as it feels like no one can replace you, the job and the institution can and will move on without you. Strategically scheduling breaks (use that alarm in your phone, do a few stretches or yoga positions in your office), and occasionally just taking a day because you really need to, benefits you, your program, and your colleagues. Planning breaks means you can use your network to keep the ship afloat, even providing professional growth opportunities for others while you are out. And, barring freaky pandemics and other crazy accidents, scheduling breaks should also keep you from having unexpected absences that might disrupt your program or unit.

How Do You Apply OWPA Skillz in Other #AdminLife Positions? (Survival & Beyond)

Some of the most exciting work as a WPA or OWPA is also the most challenging. Both must work closely with a variety of individuals, including other faculty, staff, and administrators, in a variety of units across the institution. All these people, and the individuals they work with, impact the ability to support teachers, teaching, students, and learning; however, neither the WPA nor the OWPA usually has

direct managerial control over these people. Skeffington, Borrowman, and Enos (2008) open their chapter about WPA work by describing the "paradoxical" and "mutually exclusive" work of WPAs. On the one hand, WPAs must perform the job of *the good faculty member* who excels at teaching, participating on committees, and making friends within the home department and across the university (Skeffington et al., 2008, p. 5). However, WPAs, the work they do, and the decisions they make can greatly impact the teachers, staff, and students in their unit (and sometimes beyond). Skeffington et al. (2008) continue describing how WPAs must also fight battles in the unit and department and across the camps:

> fighting to protect the budget for the composition program, fighting to maintain or improve working conditions for composition instructors, fighting the fights that must be fought—and making enemies (at least some of whom are virtually guaranteed to serve on either reappointment committees, tenure and promotion committees, or both). (p. 5)

OWPAs usually have similar fights, or rhetorical work, in relation to slowing down, historicizing, theorizing, and pedagogically framing technology adoption and use (Day, 2006; DePew et al., 2006; Selber, 2020). Developing the ability to successfully navigate and negotiate institutional politics prepares many WPAs for administrative positions at the dean level or above, or, as Carmen Kynard (2019) calls some of them, "Super-WPAs." And, of course, these rhetorical skillz (yes, z!) align with being personal, accessible, responsive, and strategic.

If you think the rhetorical skillz of WPAs are well sought after, obviously the additional technologically savvy skillz make an OWPA even more desirable. As we move into an era when academic administrative leaders are increasingly held accountable for digitally managing their programs, including using data analytics to inform decision-making, understanding how technologies work (as well as their biases and weaknesses) makes you an effective leader. The writing program and I have benefited from my ability to design new formulas and sling around data in a spreadsheet handed to me from administration on high.

I've also been able to slow down discussions about what, how, and why we can use data being generated from LMSs and other learning environments. My favorite example of incorporating my technological savvy was during a meeting with a company demoing an adaptive learning application for our institution. I started to ask questions they did not like, especially this one:

> "As an instructor, how am I supposed to adapt what and how I'm teaching if I don't understand what data points you are pulling from and what formula you are using to tell me who is doing well and who needs more support?"

The company representative then said these presentations are not for faculty and that they couldn't tell us this information because it was the "secret sauce" of

their software. Needless to say, "secret sauce" is the term I use to refer to black box elements of any given data analytics process. I know that by asking these questions I prompted the other administrators to slow down and think about what our institution needed from an adaptive learning application—we ended up not making any institutional contracts for an adaptive learning application. It's the OWPAs' skills as a technorhetorician (Day, 2006) that will make us even more desirable for advanced administrative positions.

With great technorhetorical powers comes great responsibilities. The research that Julia Romberger and I did on WPTs repeatedly found that much of the tech support labor was invisible labor not adequately recognized or compensated by the institution (Rodrigo & Romberger, 2017, 2021). Staci Perryman-Clark and Craig (2019), along with Kynard (2019), remind us that the work of any WPAs, especially a WPA of color, can be devalued and made institutionally invisible. More than once I have been in a room full of colleagues who did not blink an eye when I was the one willing and able (including carrying the correct dongle) to get the presentation equipment set up. Sometimes I get frustrated that I am a woman with the last name "Rodrigo" and wonder if those details impacted what sometimes felt like a lack of appreciation for my time, labor, and expertise. It's critical that official, unofficial, and former OWPAs use their technorhetorical skillz to be transparent about their own labor and identify other OWPA labor. We need to be allies, be willing to "put something on the line" (an anonymous Black WPA as quoted by Wible, 2019) to make visible OWPA positions, especially if our disabled, neurodiverse, and queer colleagues and colleagues of color are doing the work.

I'm Not a Superhero; Avoid Burnout!

Many in academia refer to official scholarly mentors (usually dissertation advisors) using parental terms and discuss researchers' scholarly lineage. If this is the case, Duane Roen is both my scholarly and administrative dad. A few of my graduate school colleagues and I made baseball hats that adapted the *Wayne's World* title and logo to say *Duane's World* (mine sits in my office to this day). When having a professional crisis, that same group of friends would also reference *WWDD?* (What would Duane do?). We were always amazed by all that Duane accomplished in any given day, week, or year. More than once I have reached out to Duane to ask him for guidance. I'll never forget the time he told me how many hours a week he worked. I didn't want to work that much; I cried when I got home.

Not surprisingly, I now easily work over 50 hours a week. One of my problems is I like what I do, and most *opportunities* usually fall under "the good fight" or "this is fascinating, and I want to do it!" I laugh as I realize I've become increasingly like Duane. As a graduate student and early career faculty member, I never understood how he could respond and reply to emails and draft submissions so

quickly and how he could cram in work, especially writing, into 10–30-minute chunks throughout the day. I get it now. I think many would say that it's about having too much to do (it is!); however, it's also a sign about breaking larger projects (teaching, research and writing, service to the profession and community) into smaller chunks to which you continuously make progress. I can get writing projects done with only 15–30-minute chunks a day because I'm continuously working on them. Since I work on writing projects regularly, I don't need to waste time figuring out where I was and what I need to do next. (I don't know about you, but if I go more than two weeks without working on a project, I lose a lot of time getting my head back into the game. It's a miracle I ever finished my dissertation while teaching a 5/5 load—that's a story for another time or article, or chase me down at a conference.)

Reading Daniel Pink's (2018) book *When: The Scientific Secrets of Perfect Timing* helped me own that I'm early to bed and early to rise. I work best in the morning, and if I want to make sure writing and exercise happen, they must happen before #AdminLife begins each day. I also appreciated Pink's emphasis on beginnings, starting again, and starting together. He acknowledges that we all fall off the wagon and that it's OK to begin again and starting over with a group is powerful. Although I was on sabbatical this past term, and I did complete a lot of scholarly work, I did not write every day until my colleague Chris Tardy kicked off her *Write Every Day in May* Facebook group. You, reading this chapter, are benefiting from that new beginning.

Saying "no" and scheduling breaks are strategically critical to avoiding burnout. Accepting your rhymes and rhythms (and that they might change over time) and acknowledging your humanity helps as well. Although we may be tech savvy as OWPAs, we are not androids or AIs; we need to engage personally with both our bodies and our brains, listening and responding to their wants and needs. As best we can, we need to design our professional lives to work with our physical and mental needs.

Conclusion and Takeaways

Why Do You Want to Be an OWPA?

The same reason I liked sharing how I used computers to better facilitate learning with other faculty is why I like being an O/WPA. I want students to learn the course objectives and to be successful in their classes (these are not necessarily the same!). I want faculty members to be good at *and* enjoy their jobs, not be overwhelmed by either the technologies or the work. I enjoy the technological and technorhetorical challenges of being a WPT and an OWPA. And although these challenges are what keep me up at night (or in my case, don't allow me to go back to sleep early in the morning), they are also what give me the thrill of the win when I figure them out.

You read the warnings on hours and life-work balance above, right? So why do you want to do this? Wanting to be an administrator because it's the next step in the career ladder or because you want a bit of extra money is not reason enough. If these are your reasons, you'll burn out. Honesty with yourself is a critical form of transparency. You need to be personal, accessible, and responsive to yourself before any strategic professional planning to become an OWPA. But if you still decide you want to do it, here's a recap of my advice (see Table 2.1):

Table 2.1 Advice for O/WPAs to Maintain Success

Preparation & Education	**Strategies & Growth**	**Survival & Beyond**
Develop your vision and values.	Commit to continuous professional growth.	Do good with your knowledge and authority.
Take care of yourself; draw boundaries!		
Even if unofficial, be the OWPA and support others.	Listen and learn from others; build community.	Break up and scaffold work.

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