FAQ: Developing & Maintaining Shared Curriculum

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Abstract

Although writing programs have a long history of using both required and optional shared curricular materials (e.g., syllabus templates, major assignment prompts, textbooks), the current use of completely developed, pre-designed courses has triggered many scholarly discussions about the reasons for and against using shared curricular materials. This FAQ provides a detailed outline of ways to define and conceptualize shared curriculum as well as considerations for developing, sharing, maintaining, and administering shared curricular materials. The answers in the FAQ include discussions of instructor authority and professionalism, stakeholder influence, and administrative logistics and policies.

It is not an overstatement to say that most writing programs have long been relying on shared curriculum in some way, from using syllabus templates to adopting common textbooks or assignment prompts. Using shared curriculum is always an administrative concern because it exists in a context of multiple and sometimes competing influences and needs. The development, distribution, maintenance, and administration of shared materials, including their amount and flexibility, depend on the institutional context of the writing program and the needs of its instructors, students, and other stakeholders. In this FAQ, we expand the common conception of shared curriculum (SC), provide a framework for better describing different types of SC, and suggest guidelines for administering SC. This FAQ is organized based on a timeline of SC lifecycle from development to retirement. Your program might have more than one SC initiative in different stages; whether you have used shared syllabi and textbooks for years or might be newly developing open educational resources or assessment-focused assignments, we hope that the questions and answers below will help you navigate the complexities and unique demands of administering your SC projects.

Our Context

In the FAQs below, we draw on our experiences across multiple institutions. Currently, we are WPAs at a large R1 Hispanic-serving institution in the Southwestern U.S., where our writing program employs over 150 instructors (most of whom are renewable contract faculty, none of whom

are tenure track) and serves over 7,500 students each year across our main campus, online campus, and multiple international partner campuses. We utilize a variety of SC materials that exist at different stages of their life-cycles: our custom textbook is in its 41st edition, while our Pre-Designed Courses (PDCs) for first-year writing courses have existed since 2015. Over our careers at multiple institutions (with Rochelle having taught nine years at a community college), we both have guided multiple SC projects through their entire lifecycles. Both of us have developed SC materials from scratch and have had to step into robustly developed SC ecologies. Although the majority of examples of WPAs' decisions or processes included in this article come from our experiences working at large R1 universities, we believe that the principles of directing a SC ecology described above can easily apply to other types of institutions and programs. We hope that our readers will be able to adapt our recommendations to their specific contexts.

Acknowledgment of Limitations

While this piece aims to expand how we understand, describe, and work with SC, it does not make claims regarding the efficacy of SC or dismiss many legitimate concerns over expanded use of SC. Rather, we start with the assumption that SC is a fact of life and a necessity for many, if not most, writing programs, and while we offer a more nuanced description of SC and the administrative work it creates, we also call on our field to conduct empirical investigations into the spectrum of SC ecologies and their effectiveness. Such empirical studies exist in the scholarship about online learning, but administrative practices involving SC within broader contexts have not been "examined in any particular depth" (NeCamp & Kendall Theado, 2021, p. 2).

Furthermore, while we describe some important ways student and instructor diversity can impact SC initiatives, we also feel that engaging with relevant literature from a diverse range of scholars in a meaningful and satisfactory way would go well beyond the scope and focus on this article, given its length constraints and its practical orientation. We want to emphasize that addressing racial, linguistic, and cultural diversity in programs with robust shared curriculum ecologies would require its own publication that would center these ideas and explore them in sufficient depth and detail; we hope that by expanding our conversation about SC initiatives, this article will spur more extensive research into this important topic.

What Is Shared Curriculum (SC)?

We use the term "shared curriculum" (SC) to refer to all required or heavily promoted instructional materials. Many writing programs utilize SC materials to create a framework for how a course can or should be taught (NeCamp & Kendall Theado, 2021). Some SC materials like syllabus templates, required textbooks, and instructional materials are so widely used in writing programs that they are rarely labeled as SC, but other forms of SC, such as fully designed online courses, tend to raise more concerns of standardization, academic freedom, or instructor autonomy.

Shared curriculum can play an important role in standardization initiatives, but it does not necessarily lead to wider standardization within a writing program. Although many scholars, like NeCamp and Kendall Theado in *Working With and Against Shared Curricula* (2021), define SC with more of an emphasis on "major assignments" and "overall structures" (p. 2), our experience suggests that SC exists on a sliding scale ranging from institutionally-set course parameters to fully developed online courses (also known as pre-designed or master courses). With this broad understanding of SC, we would argue all writing programs have shared curriculum, even if it is only things like student learning outcomes, required syllabus policies, or a required textbook. Figure 1 represents how every SC component exists along two scales: the amount (or depth) of the materials included and the rigidity or flexibility of adapting the shared materials. For instance, in the bottom left corner are the course parameters set by the institution that are not allowed to be modified: they usually include the course description, learning outcomes, the mode of instruction, and duration of class meeting times. These parameters might define what a course is, but they provide little instructional support; the course is left "with so little curricular shape that it is scarcely the same class" (Gilfus, Conrey, & Nappa-Carroll, 2021, p. 62) from one course section to another. More importantly, it leaves instructors without adequate support as they face the additional labor demands of developing their own curriculum. On the other hand, SC materials such as pre-designed online courses (PDCs) include a large number of instructional materials but may vary widely in terms of how much instructors can modify these materials; some programs limit instructors' ability to alter any part of the curriculum while others allow a high amount of flexibility. Gilfus and colleagues (2021) warned that locking in course curriculum "for the sake of scalability assumes all students and all learning environments are similar enough that a universalized template can be overlaid on every program classroom" (p. 62). We argue that neither extreme is ideal. Providing too few SC materials, flexible or inflexible, can overwhelm

instructors and negatively impact program coherence, while a highly developed SC with little flexibility limits instructor autonomy and the ability to cater to specific and diverse student needs.
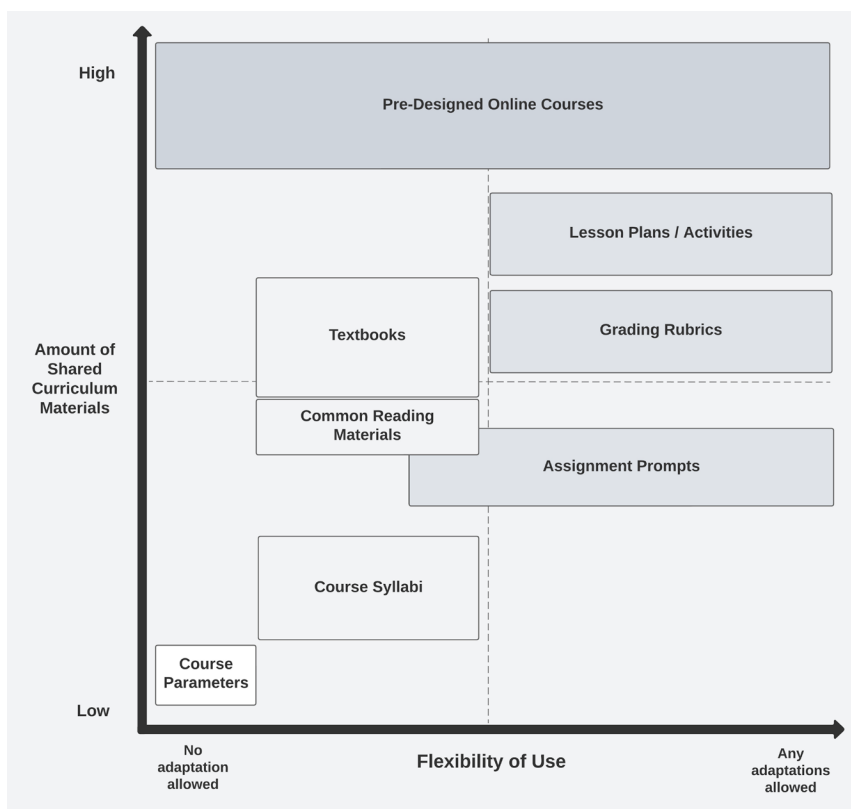

Figure 1. Shared Curriculum Materials Visualization Chart

STAGE ONE: DEVELOPING SHARED CURRICULUM

Do I Really Need Shared Curriculum?

The need for SC usually emerges from the need to support instructors who might be new to teaching or new to the specific teaching context, course outcomes, modality, etc. Sometimes it is instructors who have been hired at the last minute, but it can also be instructors who do not have the time or energy (nor are they paid enough) to develop their own materials. Online PDCs, the most heavily developed type of SC, are often used by writing programs as a means to alleviate the heavy burden of online course design (Meloncon & Arduser, 2013; Oblinger & Hawkins, 2006; Rodrigo & Ramírez, 2017).

Administrators, especially at large programs, may share curriculum to standardize or promote policies, pedagogies, or teaching materials. While some may have justified concerns over wider standardization, administrative overreach, or loss of instructor autonomy, there are legitimate reasons to streamline curricular choices. For example, most writing programs have a required textbook because it would not be possible to accommodate every individual instructor's choice of a textbook. Similarly, many programs have a required course portfolio assignment that is part of the program's assessment efforts; in this case, the portfolio SC parameters are dictated by the requirements of the assessment process. Finally, shared curriculum might support instructors in the adoption and adaptation of new curricular initiatives like socially just teaching and assessment practices. Ultimately, the decision to use SC (or not) and its exact scope and form will depend on your specific context and needs.

Whose Needs Do I Need to Consider?

When developing a new SC initiative, you will need to consider the needs of its users as well as stakeholders.

SC users. There are two main intended user groups for SC. First, in a non-Machiavellian sense, it is instructors who need the support. The adjunctification of the contemporary neo-liberal university, a trend we've felt in first-year writing programs for decades, is intricately entwined with the use of SC in writing programs (NeCamp & Kendall Theado, 2021, p. 4). There are a lot of situations where new instructors might benefit from the support of SC. However, we think most readers will acknowledge that a lot of writing programs, especially large ones, require use of specific syllabus templates and textbooks, independent of the experience and expertise of the instructors. For many SC materials though, their flexibility can vary according to the user base: some materials might be required or heavily suggested for new instructors and GTAs while being only recommended for veteran instructors.

The other intended user group for many SC instructional materials such as syllabi templates, textbooks, assignment prompts, or online activities, is students. Thus, SC development bears the weight of a double audience: promoting instructor use while also considering how students respond to and interact with the materials. At their core, SC materials need to be grounded in sound writing pedagogy and attend to the needs of the specific student populations of a given institution. Students are not a monolithic group; for instance, scholarship discusses the contrast between online and in-person student populations (Darby & Lang, 2019; Moore & Kearsley, 1996) or

the needs of linguistically diverse students as they apply to SC initiatives (Amorim & Martorana, 2021). Because SC materials will be reaching a large number of students, it is extremely important that these materials account for and accommodate a diverse range of students' backgrounds and needs. From ensuring accessibility to taking an active anti-racist stand, SC developers have an opportunity to promote equity on a programmatic scale with well-designed SC materials. Developing for both accessibility and equity can be especially important for larger SC initiatives such as PDCs; according to the *CCCC State of the Art of OWI Report* (2021), only 48% of instructors viewed their online courses as ADA compliant, and only 37% tried to accommodate their ESL students (p. 11).

SC stakeholders. As WPAs, we often find ourselves at an intersection of the conflicting demands of different stakeholders. "Stakeholders" are other entities within and outside the writing program who might have a stake in the writing program's operations but who are not the intended users of the SC materials. While the needs of our students and instructors should always come first, other examples of stakeholders who might have a say in how SC materials need to be developed or distributed include the following:

- bookstore representatives;
- textbook publisher representatives and editors;
- instructional designers;
- instructional technology support staff; and
- representatives from other campus units (advisors, registrars, general council, etc.).

These stakeholders' agendas might not always align well with the goals or values of the writing program. For instance, syllabi often represent institutional, sometimes even regional, policies and values that can be difficult to align with those of the writing program (Poblete, 2014). The WPA acts as a negotiator between stakeholders to maintain SC's pedagogical integrity while also meeting larger contextual requirements. Describing standardization efforts at her institution, Carter-Tod (2007) urges us to strive towards writing program standards "that operate at a subversive level by returning authority to the individuals teaching in our writing programs as well as to individual student writers, all the while meeting the agenda and goals of the larger institution" (p. 77). A SC needs to serve its users first and foremost, and, to paraphrase Gilfus et al. (2021), it is the WPA's role to amplify the instructors' and students' voices in the fight.

Who Should Develop SC Materials?

In an ideal scenario, developing a shared curriculum (SC) is a transparent process that includes all users and stakeholders. More realistically, however, you will want to have a group of instructors involved in the design process, and you will need to ensure that this group includes diverse instructor voices representing different academic, cultural, and linguistic backgrounds, professional and personal experiences, and levels of teaching expertise. Inviting and actively seeking out input from diverse instructor voices will help make the SC design process "more functional" (Fulford, 2011) and provide a space where divergent perspectives on curriculum and pedagogy can be negotiated and reconciled; moreover, it will ensure larger buy-in for the new SC implementation. For example, our shared syllabus template is managed by a program committee made up of representatives from our different instructor groups. At some point, however, you might find yourself (as we have in the past) in circumstances where you have to develop an entire online course or a new syllabus template with little faculty or student input. In such cases, you will need to collect and implement feedback from a diverse group of both instructors and students as part of the revision process. Developing more robust SC materials (those higher on the vertical axis) may require involving other developers, such as instructional, web, or visual designers (van Rooij & Zirkle, 2016; Oblinger & Hawkins, 2006). Such support can be tremendously helpful; however, it also invites more stakeholders who might have a different vision or agenda for the SC. In our past experiences, not all instructional designers had sufficient background in writing pedagogy, and some wanted to introduce elements that would serve larger university-wide standardization initiatives but not necessarily improve instructor or student experience with writing courses.

How Do I Distribute SC Materials?

It is one thing to have materials ready to share; it is another to get said materials to the people who need them. So much of this process is now digital, including textbooks. Many shared curricular materials are distributed through file sharing environments like Google Drive or Box as well as sharing materials through a learning management system (LMS).

What used to be simply giving a hard copy of the textbook to a newly hired instructor can now be constrained by the digital systems' requirements. For example, a new instructor might have to be officially "in the system" before you can give them access to your digital textbook—which can be difficult with last-minute hires or with an overwhelmed HR office. It is important to think of alternative distribution channels; for example,

you might get access codes from your publisher to let new instructors access the textbook ahead of time or share access to your program's SC materials via an online platform that does not require an institutional login. For example, we share our programs' materials through Google Drive and via a website outside of our institution's LMS.

Who Owns the SC?

When shared curriculum is either derived from something else (like syllabi templates from central administration) or collaboratively developed by people in the program, it is usually easier to make the argument that the program owns the curricular material. However, when one or a few individuals do the initial build, who owns the curriculum—the individuals, the program, the larger institution? We have found that regardless of what the institutional policy says (be sure to look for your institution's policy or check with your Office of General Council—the lawyers!), it is easiest to give credit where credit is due. For example, our online PDCs have kept track of who has done the major building and revision work. Those names are included in the instructor user manuals developed for each course, although they are not visible to our students. We prompt instructors who have provided significant content and labor to claim the work as part of their service load and to put it on their CV.

Stage Two: Growing Pains

How Do I Promote SC Usage?

For optional SC materials, promoting them might look as simple as sharing them via an online platform and informing instructors of their availability. In our experience, novice instructors or those new to the writing program are typically grateful and adopt these materials widely. More experienced instructors might appreciate SC materials if they seek to diversify their instruction or teach a new course (or quickly transition to remote learning during a pandemic!).

For required SC materials, the need for positive promotion becomes more acute as many instructors may resist required curricular materials. Just as students want to understand how and why an assignment improves their writing, instructors require the same understanding for any SC in the program. This includes external factors, such as assessment requirements, that may drive the use of a specific type of SC.

SC materials and the WPAs promoting them need to make very clear how the materials benefit students and instructors. Some questions can be

answered through collaborative design and revision processes for SC materials; however, during the initial promotion of SC, WPAs might need to do more to demonstrate how using SC can benefit instructors. For example, as Thompson (2021) points out, they might be able to focus on "teaching goals that would be impossible to achieve if they had to design the basic content" (p. 86), such as providing more extensive individualized feedback to students. Furthermore, it will help alleviate instructors' concerns or feelings of resistance if they can see clearly enough how much flexibility SC materials allow and where and how they might be adapted. In our online program, instructors teaching online for the first time must use the PDC as is, but after their first online course, they are encouraged to adapt the materials based on their strengths and past experience with the courses. Finally, in order to promote wider adoption, WPAs can stress that the SC materials promote higher teaching standards, whether in terms of accessibility, more advanced pedagogical approaches, or addressing the needs of your institution's specific student demographics.

How Do I Support SC Usage?

Promoting and supporting the use of shared materials require that instructors understand how and why the materials are used. For some materials, like syllabus templates, you might be able to add comments with guidelines directly on the documents. More robust SC materials will require more extensive guidelines. For example, our PDCs come with an instructor manual that includes a task-by-task overview of the curriculum as well as general recommendations for teaching online.

In addition to the built-in support guidelines that accompany SC materials, our WPA team offers individual support opportunities at crucial points in the semester, such as drop-in online and in-person support hours for setting up their course materials at the beginning of the semester or support sessions for using the portfolio prompt towards the end of the semester.

Supporting instructors' ability to adapt SC materials, especially in an LMS, can be complicated. Sharing a PDC requires developing a procedure that would define whether instructors can choose to use the entire PDC, use only some parts of it, or have the PDC content automatically uploaded into their individual course shells. Similarly, the flexibility of use for a given PDC will depend not only on the writing program policy but also on how easily instructors can navigate the LMS. The difficulties instructors might face in adapting the PDCs can create the perception of its inflexibility and spur feelings of resentment. In such cases, proactive technology support

becomes necessary, such as offering instructors resources or trainings for how to make SC materials work within the LMS or other digital tools.

Sometimes constraints provide opportunities to have difficult discussions. One way to support faculty that are required to use SC is to provide spaces to have discussions about where and how the SC is, or is not, accessible or allows instructors to adopt and adapt anti-racist pedagogies. One of Rochelle's favorite memories of implementing a PDC at the community college was the fact that the discussions did not focus on what button to push: instead, it was three hours of discussion on "why did you design it that way?" These types of discussions also allow for faculty and administrators to distinguish between design and delivery (Rodrigo & Mitchum, 2023, p. 37) as ways to open up assumed inflexibility of use.

How Do I Guide SC Usage?

Once shared curriculum starts to settle, you need to develop some guidelines or policies about how it is used. New instructors will want to know if they are required to use the SC. Instructors who have used your SC before will want to know if they must keep using it, how much they can change it, and when and how it is revised.

One aspect of policy we have always struggled with is the "how much can I change?" question. Trying to articulate what is changeable is difficult. Saying something like "you can only change 30% of a PDC" is meaningless. How do you calculate 30% of curricular material? Try to be as detailed as possible when providing adaptation guidelines. For example, syllabus templates can include ranges for how much specific assignments and attendance can be weighted towards the final calculated course grade.

With more robust SC materials such as PDCs, more guidelines will be necessary; but more importantly, these materials involve more stakeholders that often bring more complicated usage and adaptation restrictions. For example, our online campus (Arizona Online) uses the Quality Matters rubric to ensure our online courses follow the best practices in online learning; however, that also means that our instructors teaching Arizona Online courses are not allowed to make significant changes to the PDCs (Mitchum & Rodrigo, 2021). One way to work around this limitation is to give instructors more autonomy over the curriculum by offering multiple options. For instance, our PDCs for English 101 and 102 come with built-in alternative assignments that instructors can choose from. Offering too many options can create unnecessary work for instructors who may have to make numerous curricular decisions without prior knowledge of the distinctions between the options. More autonomy in adopting and adapting

the SC provides space for more expansive use by diverse instructors and students.

How Do I Revise SC Materials?

Your shared curriculum will change! Institutions will change syllabus policies. Textbook companies will update a book. Technology interfaces will get upgraded, or old links to external resources will stop working. Much like a living organism, your SC ecology will need constant attention. The WPA's role as the SC supervisor means you are responsible for ensuring your SC materials are updated timely and efficiently. Some necessary updates might not be labor-intensive but will require ongoing attention, such as ensuring external links work properly and updating them when needed. Other updates might require significant labor, such as curriculum revision after revised course outcomes. Revising too often leads to burnout; not revising enough leads to stale, even outdated, materials. We suggest that if you are not required to make changes due to an update that was out of your control, you should let the changes accumulate and make them all at once during a bulk revision.

Any revision process should involve collecting feedback from instructors and students. For smaller updates, you might implement a simple mechanism such as an online feedback/suggestions survey or an error report form (Mitchum & Rodrigo, 2021). For more extensive or impactful revisions, a more robust and team-based revision process is preferable. For example, we have a Curriculum & Instructional Materials committee that helps oversee the syllabus template and is developing and curating Open Educational Resource (OER) materials. When our program-authored textbook needs revising, a tri-part team made up of a program administrator, a career-track faculty member, and a graduate student instructor edit and author the revised book. The revision process is an opportunity to hear from instructors representing different areas of expertise and different linguistic, cultural, racial/ethnic, or other backgrounds, input which can be even more essential if the initial development did not include diverse perspectives.

How Do I Maintain Materials and Policies?

At this point you might realize that building and maintaining a shared curriculum is a lot of work! We disagree with Pindling et. al.'s (2021) statement that a shared curriculum is a "system meant to reduce administrative workload" (p. 52). In our experience, building, maintaining, and revising SC creates a significant amount of work for WPAs. Initial builds are obviously the most demanding tasks, but WPAs can ask for one-time investments

or write proposals for project grants to subsidize the initial build of shared materials (e.g., course releases, stipends). Less obvious is the workload of continued maintenance; as it is often rendered invisible (Rodrigo & Romberger 2021, p. 161), it can be difficult to justify this administrative work with permanent budget lines. Maintaining SC requires both administrative oversight as well as someone who does the labor of making the actual changes.

Sharing this workload with other members of the writing program can help make the maintenance of SC more inclusive, providing opportunities for instructors to share their feedback and have more influence on the SC development as its primary users. Penrose (2012) reminds us that instructor expertise, autonomy, and community are critical to developing professional identity in writing studies, especially with contingent faculty. This work should also be publicly recognized as a valuable contribution to the writing program and the institution. Some of this work can be paid (like course buyouts for editing the new version of the textbook or a grant for socially just pedagogical SC revisions), and some revision work can count as service (like serving on a committee).

If your institution has dedicated units for supporting online or digital instruction, these units might assist with SC revisions either through funding or sharing the workload. However, it is worth noting that accepting help from other units might also mean bringing in more stakeholders who would then have a say in how your SC ecology operates and where it falls along the flexibility and depth axes.

Policies for using shared curriculum, as well as significant changes to our syllabus template, are presented and voted in our program's shared governance processes. Implementing more inclusive and transparent maintenance processes makes everything move more slowly; however, this slow movement is intentional (Berg & Seeber, 2016) and the revisions move at the "speed of trust" (Brown, 2017).

How Do I Introduce Updates?

Just as it is possible to encounter resistance towards SC at the initial implementation stage, updates are met with reluctance as well. Our main suggestions to support updates are these:

1. Warn instructors about the upcoming change as far in advance as possible;
2. Include a clear explanation for why the revisions were necessary; and

3. Whenever possible, provide comparisons between the two versions with descriptions of changes as well as updated user manuals.

If you have the time and resources, especially if the SC is required, ideally provide paid workshop opportunities for instructors to learn about updates.

Stage Three: Maintaining the Program

How Do I Support New and Veteran Instructors?

When using SC materials, especially required textbooks, assignments, or PDCs, many instructors feel like they do not have the autonomy they deserve as professionals. We again invoke Penrose's (2012) emphasis on developing instructor expertise and autonomy as a programmatic goal. We believe both of these goals can coexist with—and be aided by—a SC ecology. Referring back to our SC chart (see figure 1), SC materials should be robust enough to help build instructor expertise and flexible enough not to stifle instructors' autonomy. Participating in the process of revising SC is wonderful professional growth activity and helps build expertise.

As our chart illustrates, much SC material does not exist as a single-pixel dot along the axes; rather, it stretches along the axes and can accommodate a variety of situations and needs. SC can be most beneficial to novice instructors or those new to your specific institutional and programmatic contexts. For more experienced instructors, SC can become optional after they have used it for a while. Many institutions that have graduate students as instructors of record require that graduate students use a specific curriculum for their first year but not after that initial year of teaching. We are the first to confess that we became stronger online instructors once we were designing and developing our own courses. Discussing with instructors when and why a SC is required, desired, or optional, along with strategies to adapt it, is critical. The latter is particularly important as instructors may struggle to envision how to make modifications. WPAs must also continue negotiating with other SC stakeholders outside of the writing program and advocating for more flexibility in their SC materials.

How Do I Transition Administrative Oversight?

Long term SC projects transfer ownership over time. For example, we inherited a custom textbook that has over 40 editions. We are lucky we have copies of almost every edition. Once SC materials become digital, however, the ownership question takes on a new meaning: who owns the digital account(s) that hosts the SC for things like videos, LMS templates,

or digital documents? What will happen to these materials if the owner has to leave the institution?

The most important element of transitional administrative oversight is knowing you will need to do it. The mistake is to design and develop anything as if the first designer will always manage the materials. Administrators who oversee SC must design shared and easily transferred materials from the beginning. Email and other accounts that are institutional or group owned, rather than individual, will help with easing the transfer, as well as knowing which materials can have shared ownership and which ones cannot. Furthermore, your writing program will need to have a mechanism in place for introducing new writing program administration team members into the existing SC ecology. Keeping records and designing a WPA handbook can help ease the transition. In addition, when a new administrator joins the team, it is important that they get first-hand experience with the SC materials as users.

How Do I Assess the SC Program?

We now introduce the dreaded A word: assessment. How will you know if your SC is working the way you intend if you are not assessing it? Obviously, it is important to assess how well the SC works for the two primary users, students and instructors. It is also important to occasionally collect feedback from all major stakeholders. For example, to check in with our digital textbook process, we periodically hold meetings that include representatives from the textbook publisher, the digital textbook distributor, our institutional textbook store, and folks who oversee and support our LMS.

Shared curriculum assessment methods can be casual, like end-of-term meetings with online instructors who use PDCs. Or they might be robust, like surveying all online students using PDCs. If your institution requires end-of-term course evaluation surveys, you might be able to add a question or two to those instruments. You don't have to collect data on every element from every stakeholder on an annual basis; you might develop a three- or five-year cycle that collects different types of assessment data over time. The point is to regularly gather data about the use of the SC so that you can revise the SC materials as well as the policies and processes.

How Do I Determine When SC is No Longer Needed?

How do you decide when specific SC materials, policies, or processes need to be significantly revised or retired? Again, it is critical that you are regularly collecting feedback and assessing the program. It is also important that this review process includes all of the SC stakeholders and users. Critical

review also requires a careful, systematic review of the programmatic and institutional context as well. Our online PDCs and the policies that surround their use were developed in a time when only a few instructors had online teaching or learning experiences. After the COVID pandemic, we are in a different cultural environment where the vast majority of our writing program instructors have either taught or been students in online environments. At the same time, as LMSs and digital online tools become more advanced or complex, instructors might still benefit from robust but flexible SC materials serving as examples of how to use the LMS or digital tools effectively. Whether or not SC material is needed might also involve negotiating with multiple stakeholders outside of our online writing program. In this process, as at most other points addressed in this FAQ, the primary role of WPAs is to advocate for the needs of the SC users (instructors and students) first and to find compromises whenever SC stakeholders' and/or users' interests might collide.

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