

Writing in the Disciplines Workshop Co-Facilitator Application

The Teaching and Learning Center (TLC) invites you to apply as Co-Facilitator for the Writing in the Disciplines (WID) Workshop, which will be held the week of May 24 – 28, 2027. The purpose of the WID Workshop is to help instructors use writing to enhance learning as well as help students become more effective writers in specific disciplines. Please read more on the [WID webpage](#). You will be supported by the TLC team and trained by Lead Facilitator (Lindsay Clark, CHSS) and Associate Director of Development (Adannaa Alexander). By applying to be Co-Facilitator you must:

1. Be available to facilitate all days of the workshop. Typical facilitator schedule will be 7:30/8:00am – 4:30/5:00pm.
2. Remain available to facilitate the WID workshop in 2028.
3. Commit to ongoing WID workshop planning and evaluation, including;
 - a. Attend TLC hosted Mini-EE: Facilitator Workshop on January 28, 2027.
 - b. Meet in-person monthly in Spring 2027 to prepare for facilitation.
 - c. Create, share, and update materials used to facilitate the workshop.
 - d. Attend in-person debrief meeting within a week after the workshop.

To apply, please respond to the questions below (~2 pages) and submit to the TLC at tlc@shsu.edu. Applications will be accepted on a rolling basis from October 1-30, 2026. On the subsequent page, please find the rubric that the selection committee will use to decide who will move to the next round. Applicants who move forward will be asked to open a classroom of their choice for a visit from the selection committee. This observation can happen between October 2026 to January 2027. Preference will be given to applicants who teach outside of CHSS.

1. Based on the expectations listed above, please share anything that would prevent you from meeting these expectations. If nothing, kindly state so.
2. What is your interest in the WID Co-Facilitator role?
 - a. Have you attended a WID workshop in the past?
 - b. What is your experience planning for, facilitating, and evaluating any workshops/trainings?
3. What is your experience with teaching writing-enhanced (W) course(s)? This could be at SHSU or other institutions of higher education.
 - a. How recently? How often?
 - b. Describe how you've used writing in your classes.
 - c. Attach a writing assignment/activity example. (In addition to ~2-page application.)
4. What writing topic(s) would you like to see addressed in the workshop?

The Co-Facilitator will receive a \$1,500 stipend. In subsequent years, WID scheduling will take the Co-Facilitator's availability into account. Please direct questions to tlc@shsu.edu. We appreciate your time and consideration and look forward to reading your application!

Rubric for WID Co-Facilitator Applications

Can commit to all expectations: Yes or No

<i>Criterion</i>	<i>Limited (1)</i>	<i>Competent (3)</i>	<i>Exceptional (5)</i>
<i>Interest and motivation</i>	Generic interest; little connection to writing-to-learn, disciplinary writing, and the role.	Clear motivation and a reasonable connection to writing-to-learn, disciplinary writing, and the role.	Compelling, specific motivation; strong connection to writing-to-learn, disciplinary writing, and the role. Realistic vision for contributing to the workshop.
<i>Prior WID exposure and understanding</i>	No prior attendance and limited evidence of understanding WID principles.	Some relevant exposure or a sound explanation of WID principles despite no prior attendance.	Prior WID participation and/or sophisticated understanding of writing-to-learn and writing in disciplinary contexts.
<i>Workshop/training facilitation experience</i>	Little relevant experience; role, audience, or outcomes unclear. Little evidence of preparation or collaboration with others.	Relevant experience with clear responsibilities and effective practices. Shows concrete preparation (planning, anticipating audience needs) and some collaboration with a co-facilitator.	Substantial, varied experience with inclusive engagement, adaptability, and evidence of impact. Shows thorough preparation and active, effective teamwork with a co-facilitator.
<i>Writing-enhanced course experience</i>	Minimal W-course experience or unclear recency/frequency.	Meaningful W-course experience with adequate detail on how recently and how often.	Recent, sustained, and substantial W-course teaching across multiple terms or contexts, with reflective growth.
<i>Use of writing in classes</i>	Few or vague examples; writing appears mainly evaluative rather than used to support learning.	Specific examples show writing used to support learning and improve student writing.	Purposeful, varied, discipline-responsive practices with scaffolding, feedback, revision, and clear learning alignment.
<i>Writing assignment/activity example</i>	Missing, incomplete, or weakly aligned; directions and learning purpose are unclear.	Complete, usable example with clear directions, purpose, and reasonable alignment to course learning.	Exemplary, adaptable activity with strong alignment, scaffolding, inclusivity, assessment guidance, and evidence of thoughtful design.
<i>Workshop topic contribution</i>	Topic(s) are absent, overly broad, or disconnected from participant needs.	Relevant topic(s) are identified with some rationale.	High-value, specific topic(s) that address faculty needs across disciplines and show insight into workshop design.
<i>Teaches outside of CHSS</i>	No	--	Yes