

Faculty Writing Mentorship Program for UO Faculty

The Training

The Division of Graduate Studies, the Teaching Engagement Program (TEP), and the Center on Diversity & Community (CoDaC) are pleased to announce a training opportunity for 25 faculty members working with graduate students: the **Graduate Writing Mentorship Program**, a six-session faculty development curriculum designed to provide advanced instruction and materials for **teaching and mentoring graduate student writers**.

Though writing is fundamental to the careers of most scholars, too few programs teach graduate students how to write in their respective disciplines and even fewer teach faculty how to teach writing to their graduate students. Meanwhile, the university offers few writing services specifically for graduate students and their writing needs. Given these facts, the value of this training for faculty and their graduate students cannot be overstated.

The **Graduate Writing Mentorship Program** aims to improve the effectiveness of faculty members to support graduate student writers: to conceptualize their writing projects, create arguments, engage in deep revision, and strengthen their daily writing practices. Not only will this program outline essential principles to support graduate students in making the difficult transition from student writers to writers of academic scholarship, but we will also be exploring the nature of the student-mentor relationship, time-efficient instruction, and the nuts and bolts of drafting, revision, and publication. In these workshops, CoDaC's Writing Consultant, **Mike Murashige**, will be sharing teaching tools and techniques for writers, most of which you will not find in "how to" books on academic writing.

These trainings distill thousands of hours in observation, instruction, and mentoring of academic writers from across the campus into a set of powerful tools, strategies, and processes for slowly remodeling your graduate student writers and their scholarly writing skills. In the trainings, not only will you receive a fully developed philosophy and mindset for approaching the mentoring of student scholars, but you will be given matched strategies, step-by-step guides, and skill-building activities for instructing them.

Finally, with over 50 faculty members already having completed the training, a solid majority report that the tools and resources have helped them with their own writing practice and writing strategies.

The Curriculum

We will be offering 6 two-hour workshops on successive Fridays of the Fall Quarter, between Weeks 3-8:

Fall 2026

Date	Topic
Week 3: Friday, October 16	The Essentials of Scholarly Writing Because the most powerful way to improve your graduate student writers more quickly and effectively, this workshop will be devoted to understanding graduate writers and their mindsets and giving you tools to get them writing more often and sooner.
Week 4: Friday, October 23	The Writer-Mentor Relationship All of your instruction and mentoring will rest upon the relationship you cultivate with your advisees. This training will provide tools for initiating and sustaining a solid working relationship.

Week 5: Friday, October 30

Assessment and Diagnosis of Student Writing

Most faculty advisors operate under the “I know it when I see it” mode for evaluating writing and diagnosing attendant problems. This training will take you deeper into how to understand graduate student writers, their problems, & how to spot and address those problems.

Week 6: Friday, November 6

The Modes of Scholarly Writing

This training targets two of the three most common modes of scholarly writing: Summary and Comparison to build a strong scholarly and rhetorical base with your advisees. In this training we’ll dig into mechanics of sentence and paragraph construction as well as provide step-by-step tools for both Summary and Comparison.

Week 7: Friday, November 13

Effective and Efficient Revision Strategies

Graduate student writers spend far too long in the drafting stages of their writing process and far too little rewriting and revising. This training will give you tools to shift that balance toward a healthier rewriting/revision process.

Week 8: Friday, November 20

Margin Commenting vs. the Live Edit

Traditional pedagogy for graduate student writers has always rested upon margin commenting as the primary form of communication around writing. This training provides a very different view of how to communicate with your advisees about their writing and why you should be doing it differently.

*****NOTE: In order to apply, faculty **must commit to attending ALL trainings**.*****

Participants

This suite of trainings has been created for mid-career and experienced faculty members, who are already in the thick of advising. Our intention is to find ways for you to be more efficient in your mentoring practices so that you can SAVE TIME! That said, we are willing to consider junior faculty who have at least 4 years of PhD-level advising as primary mentor for at least one graduate student.

We value a diversity of opinions, levels of experience, and disciplines. Further, we seek participants who share their experience with departmental colleagues. We encourage interested faculty who can commit to all 6 workshops to sign up. Space is limited to 25 participants.

The Application Process

To apply: email Mike Murashige directly at mmurashi@uoregon.edu

We will be accepting applications until 11 pm on **Friday, October 2**. All applicants will be notified of the status of their application by **Monday, October 5**. If you have any questions, you can email Mike Murashige at the address above.