

Graduate Writing Faculty Toolkit

Last Updated: Summer 2026

INTRODUCTION

This Graduate Writing Toolkit for Faculty is designed to assist faculty in developing and strengthening graduate student writing.

Section One contains resources for you as a faculty member guiding your students in their writing. Whether you are early in your career or an experienced faculty member looking to refresh your skill set, we are here to support you with your students.

Section Two contains resources for your students. These resources may be embedded within your Canvas, syllabus, etc., and shared with your students with little or no additional work on your part.

Section Three includes guides mentioned throughout the toolkit.

Table of Contents

INTRODUCTION.....	1
SECTION ONE FOR GUIDING STUDENTS	3
Consultations	3
How To: Graduate Writing Mentorship.....	3
Supporting International and/or Multilingual Students	3
Coaching through Publication	3
SECTION TWO FOR YOUR STUDENTS.....	4
Writing Groups	4
Document Accessibility Support	4
Scholarly Writing Inventory.....	4
Style Guide Support	5
On-Campus Writing and Research	5
SECTION 3 GUIDES	6

SECTION ONE FOR GUIDING STUDENTS

Consultations

Faculty may now schedule a consultation with the Graduate Reader. These consultations can be to discuss a particular student's writing or to more generally gain an understanding of graduate student writers. Sessions could be one-on-one or in a group session, such as a faculty meeting.

Consultations may be requested using the included Microsoft Form: [Faculty Consultation Request Form](#)

How To: Graduate Writing Mentorship

A Graduate Writing Mentorship program is an opportunity to create community among your graduate students, provide writing support, and foster a positive scholarly environment within your department.

There can be more than one way to implement such a program. Perhaps this is a mentorship between faculty and graduate students; between faculty members; or between graduate students and undergraduates. The overall goal should be to support and guide the participants in writing.

The guide can be adjusted to meet you and/or your department's particular needs. The goal of the guide is to reduce your workload in the start-up stages of the program.

[Graduate Writing Mentorship Program guide](#)

Supporting International and/or Multilingual Students

UNT has a large population of international graduate students. The Intensive English Language Institute (IELI) at UNT offers programming and supports to this population of students.

IELI's Faculty/Staff Resource page: [Faculty & Staff Resources](#)

Coaching through Publication

Some programs prepare students for this step, but you might work with a student who has little to no familiarity with academic publication. The guide below includes key terms to share with students, resources for scholarly communication on UNT's campus, and reminders for students such as timeline expectations.

[Publishing Roadmap: A Brief Guide](#)

SECTION TWO FOR YOUR STUDENTS

Writing Groups

Pages and Progress

Student Research Development has created a writing group program called [Pages and Progress](#). This group is a six-week structured writing community that offers dedicated time, goal setting, and peer support to help undergraduate and graduate students make meaningful progress on major writing projects.

Eagle Thesis & Dissertation Boot Camp¹

Held once a semester, Eagle Thesis & Dissertation Boot Camp is a three-day intensive that offers writing time as well as short, practical talks on techniques and strategies. Students will learn from on-campus supports, have dedicated writing time for their thesis or dissertation, and discover resources to assist them through their entire dissertation process.

How To: Accountability Groups

Students may prefer smaller writing groups or partnerships. The following guide can be modified by faculty to create a program-led accountability group or shared directly with students so that they may create a group among themselves.

[Writing Accountability Partners](#)

Document Accessibility Support

Effective April 2027, all documents housed on a university website should meet WCAG 2.1 Level AA accessibility requirements. This includes theses/dissertations; course materials; syllabi; articles added to the Digital Libraries collection; etc.

In collaboration with the Office of Disability Access (ODA), SRD hosts a workshop covering the fundamentals of digital accessibility and the resources available to them as UNT students. The ODA also offers a number of online accessibility resources for both students and faculty:

[Accessibility Online Resources](#).

Scholarly Writing Inventory

Michelle M. Campbell with the Purdue Writing Lab created a Scholarly Writing Inventory (2016) to help students assess themselves as writers (rev. by Brandon Rdzak 2020). In completing the

¹ Students must apply to attend

inventory, students can gain confidence in their writing by seeing where they succeed and areas that might need improvement.

Purdue OWL Scholarly Writing Inventory: [Scholarly Writing Inventory](#)

Style Guide Support

Students often assume that the style guide of their field is only used for citations and references. While there might not be the time to review style guides within graduate-level work, the resources below are available for you to share with your students.

- UNT Libraries has copies of major style guides such as APA, MLA, Chicago as well as online resources associated with these styles: [Major Citation Styles LibGuide](#)
 - The Libraries offer also subject-specific guides such as ACS, AMA, APSA, etc.: [Subject Specific Styles LibGuide](#)
- The UNT Writing Center offers a number of style guide handouts [Handout Resources](#)
- APA offers much of their manual online for free: [APA Style](#)
 - As does MLA: [MLA Style Center](#)

For the thesis/dissertation, UNT format has updated to rely more on the student's selected style guide. The intention of this is to make it easier for students to transition from coursework to the final manuscript. Students should become familiar with their guide's format for: headings, tables, figures as well as citations/references.

On-Campus Writing and Research

For additional writing support, students can utilize the following resources for no additional cost.

- [The UNT Writing Center](#)
- [Office of Research Consulting](#)
- [University Libraries Technology](#) and [Printing](#)
- [Scholarly Publishing Services](#)
- [Dissertation Formatting](#)

SECTION 3
GUIDES

GRADUATE WRITING MENTORSHIP

Department, College

SEM., YEAR

OVERVIEW

[Establish who the program is for, who will be leading the program, and what the program entails]

Graduate students can apply for the graduate writing mentor with Dr. Jane Doe and Dr. John Jones. The program includes five weekly, 2-hour sessions on the fundamentals of academic and graduate-level writing.

1. Vision and Mission

[What are the overall goals of the program and the takeaway for participants]

To create community among graduate students, provide writing support, and foster a positive scholarly environment

2. Program Model

[Describe the overall setup of the program, delivery type, application and selection process, etc.]

This mentorship is suited for students on the doctoral level, particularly within their first year, looking to improve their writing skills. Interested students can apply through DynamicForms

Format: Each session will take place in a hybrid model with Dr. Doe facilitating in-person and Dr. Jones facilitating online. More specific details to come.

3. Session Topics and Schedule

[Describe the offered topics for the sessions]

Each session will cover a fundamental area of academic writing and the dissertation process

- *Finding a faculty mentor*
- *Foundations to PhD writing*
- *Crafting the argument*
- *Dynamic editing*
- *Beyond the degree*

4. Commitment

[Inform participants of your commitment expectations]

Those selected to participate in the graduate writing mentorship are committed to attending each session in its entirety.

FOR INTERNAL USE AND PLANNING ONLY

5. Establish an outcome model for participants

How will success of the mentorship program be measured? Consider motivation and long-term efficacy for the students' writing.

6. Cohorts and Scaffolding

Will your mentorship program operate in semesterly or yearly cohorts? Will there be follow up with previous cohorts? How will the tools of the program be maintained after the program?

7. Provide expectations, ground rules, and boundaries to participants

Similar to your course syllabus, what should students anticipate when participating in the writing mentorship?

8. Session planning

A two-hour timeframe is ideal for a lecture/practice approach to this program; however, there are a number of ways this program may be structured. Participants may be asked to submit writing for peer-feedback and discussion, or the facilitator may lead a lecture, then offer time to implement the presented skills.

Publishing Roadmap

A Brief Guide

Terms to Know

■ Embargo

Period in which your document is withheld from public view. An embargo might necessary when sharing your article.

■ Version of Record

Each stage in the process produces a different version of your document. Often, only some versions of your article can be shared publicly. See more below.

■ Open Access

A journal that is open access offers the research free and immediate to online users.

■ Creative Commons Licenses

This framework of licenses supports open access research.

Versions of Record

SUBMITTED/PRE-PRINT

- The article you submitted to the journal; contains no edits and has not been reviewed

ACCEPTED

- Your article, once it has been accepted, has likely gone through the peer review process; it may also contain copy edits

FINAL/PUBLISHED

- Your article as it will appear within the journal; it will usually contain final edits, format, pagination, etc.

Process Overview*

SUBMIT

Select the appropriate journal for your research; follow the author guidelines in preparing your manuscript; submit using your journal's process

DECISION

If the journal accepts your article, you will likely sign a publishing/author agreement with the publisher

PROMOTE

Review your journal's article sharing policy for best practices when disseminating your published research

REVIEW

Submission will be reviewed and prepared for peer review (if applicable); you may be expected to make revisions prior to a decision

PROOFS

The journal will communicate any post-acceptance copy edits and provide article proofs (formatted versions)

*This is an example overview. Different journals and publishers will have various processes.

Writing Accountability Partners



Overview:

Accountability partners are an effective way to make progress on your writing, meet deadlines, and receive valuable feedback from a trusted peer. If you and a classmate (or maybe your entire cohort) are looking to support each other's writing, use this guide to assist you with planning.

Set realistic & clear guidelines:

What are the expectations of the partnership?

Will you share work and offer feedback?

Use SMART goals for your planning and partnerships

Discuss your goals and outcomes:

What do you each hope to achieve?

What will make this a successful partnership?

What are the expectations of the partnership?

Consider the practical details:

Do you want to meet in-person or online?

How often will you meet/check in?
For how long?

What supports do you need in your writing?

Review your progress:

How will you track your joint progress?

What are some ways to keep yourselves motivated?

How will you reward yourselves as goals are met?