
PURDUE OWL®



On-Campus



Online

Annual Report
2025-2026



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Purdue OWL 2025-26

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AT A GLANCE



The Purdue OWL's annual report for the 2025-26 academic year provides a summary of its teaching, usage, and research across the on-campus units in West Lafayette and Indianapolis as well as our well-known website.

Writing Support in the Age of AI

As artificial intelligence continues to transform the education landscape, the OWL maintains its role as a space and resource for writers, be they students, faculty, or staff, to work to understand the implications of the technology around their own composing processes, notions of authorship, and questions of academic integrity. AI apps like ChatGPT provide writers with innovative approaches to the creation and revision of documents as well as supporting them with compelling suggestions for editing. However, the technology still requires writers to critically examine issues of rhetoric, audience, and document design. Faculty are regularly seeking advice for developing writing activities and assessment devices that allow student voices and insight to flourish, all the while ensuring the integrity of evaluation and learning outcomes.

OWL administrative staff are busy supporting campus conversations around institutional policies that respect the diversity of teaching and learning needs and help students acquire the critical literacy competency to question AI usage wherever it arises on campus. The OWL is leading with workshops and new website content to foster productive use of AI around writing support.

Excellence at Scale Across Campuses

The Indianapolis campus OWL relocated to the new Student Center location, sharing space with Academic Support Services, the Purdue Libraries, the Cornerstone Integrated Liberal Arts Program, and others. The new building, just across the street from the construction of the Academic Success Building offered a one stop shop for faculty, students, and tutors alike. Meanwhile, in West Lafayette, the OWL had the opportunity to reach writers in new satellites at the renovated University Hall and across the academic mall in Stanley Coulter Hall. We are proud to report many on our staff presented on and published original work throughout the academic year.

OWL Soars Through Year Two in Indianapolis

In the early weeks of the the 2025-2026 academic year, the Purdue OWL in Indianapolis relocated to the Student Center—a building acquired by Purdue in February 2025. Situated along the historic Indiana Avenue Cultural District of Indianapolis, the Student Center sits across the street from the Kurt Vonnegut Museum and Library, and diagonally across from the Madam Walker Legacy Center. This year, the OWL in Indianapolis saw a notable increase in their one-to-one appointments and workshops.

The Student Center quickly became a hub for the OWL's recurring Donuts and Drafting Day event, which invited classes of SCLA 101 and SCLA 102 students to enjoy donuts in the Purdue Libraries space on the second floor while writing and receiving feedback from OWL consultants. With another relocation on the horizon, the Indianapolis OWL will move into their largest tutoring space to date in the Engineering and Technology (ET) building.

The OWL's track record for collaboration on campus stayed strong through its second year, which included events and workshops with Purdue Libraries, Center for Career Opportunities (CCO), Purdue Engineering Student Council (PESC), Center for Instructional Excellence (CIE), and more. In partnership with CIE and Purdue Libraries, the OWL co-sponsored a book club for Purdue instructors focused on teaching in the age of AI in January and February 2026. In April 2026, the OWL also held its first ever Mystery Dinner Party in the Student Center, which saw over two dozen Indy Boilermakers come together to enjoy dinner and work together to solve clues and uncover the mystery of the missing owls.

As OWL Indianapolis staff prepare for the 2026-2027 academic year, they look toward a bright future in the Circle City as they continue to scale up support for Purdue students, faculty, and staff, as well as Indianapolis public schools.



"The owl" gives two thumbs up to the construction progress of the Academic Success Building in Indianapolis

Overall Traffic

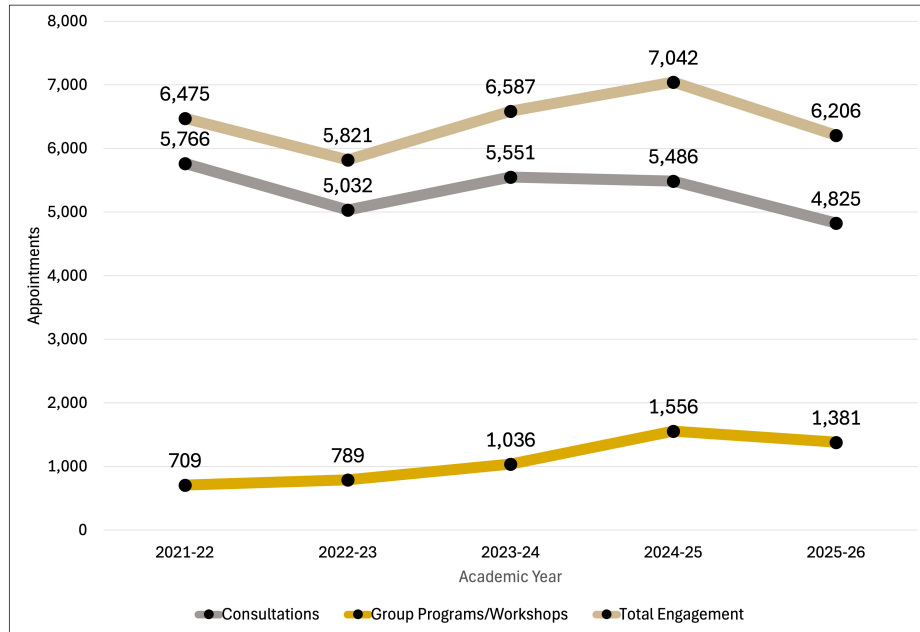


Figure 1. Changes in traffic over time, including consultations (in-person and virtual), workshops/programming, and the combined total

Consultation Modality

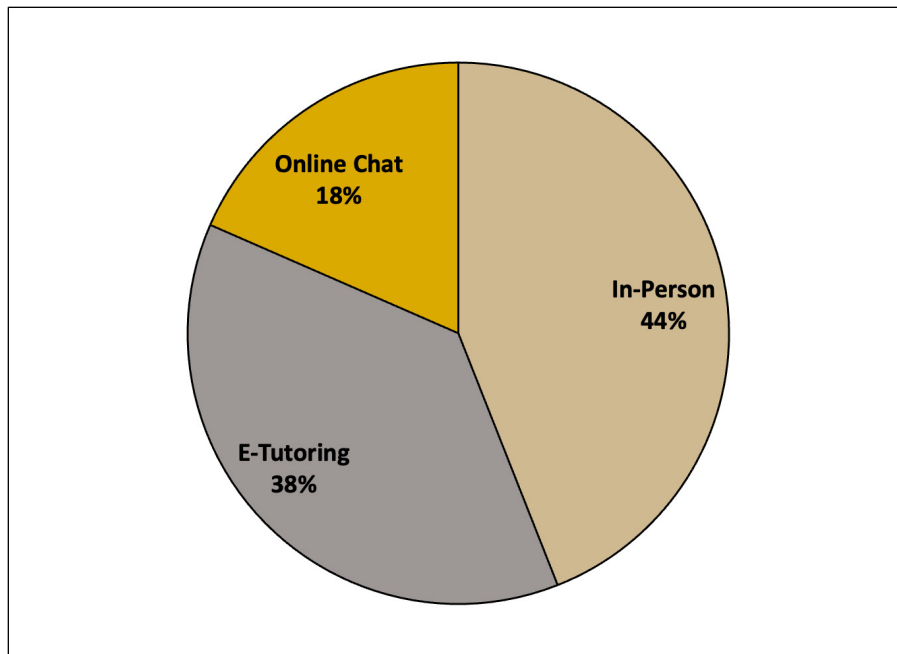


Figure 2. Distribution of on-campus consultations by modality

In-Person Consultations

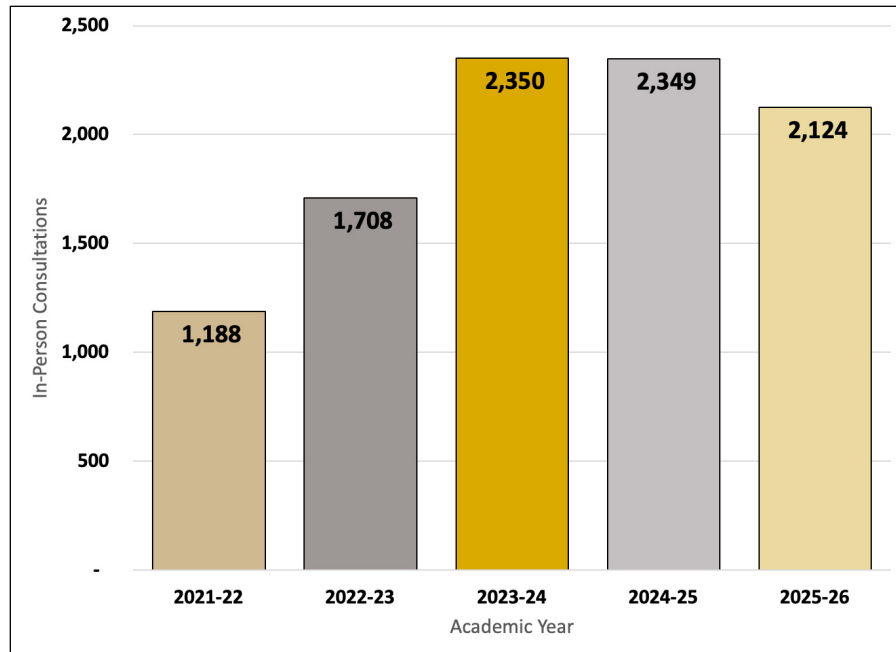


Figure 3. Comparison of in-person consultations across academic years

Virtual Consultations

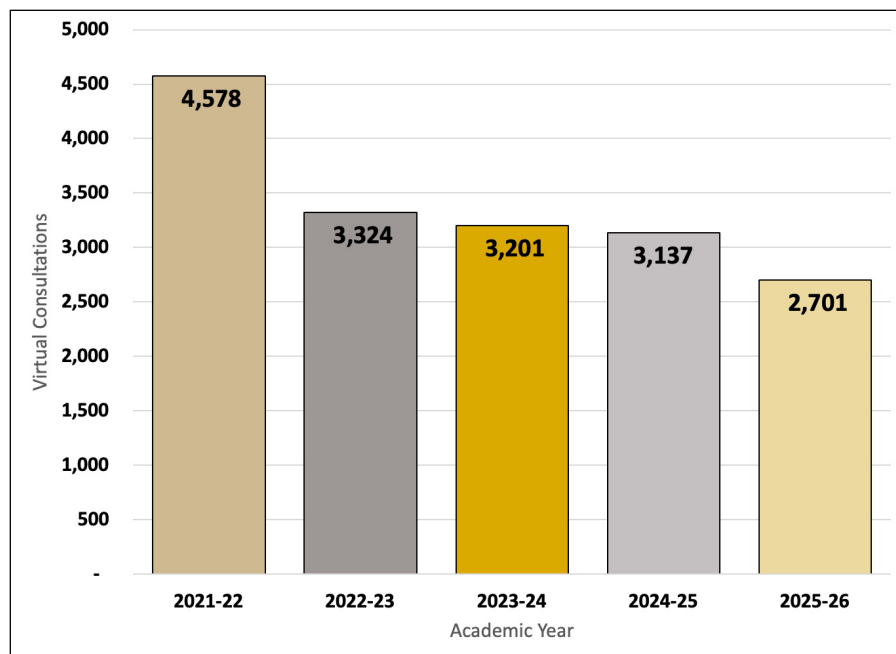


Figure 4. Comparison of virtual consultations across academic years

Domestic Student Use

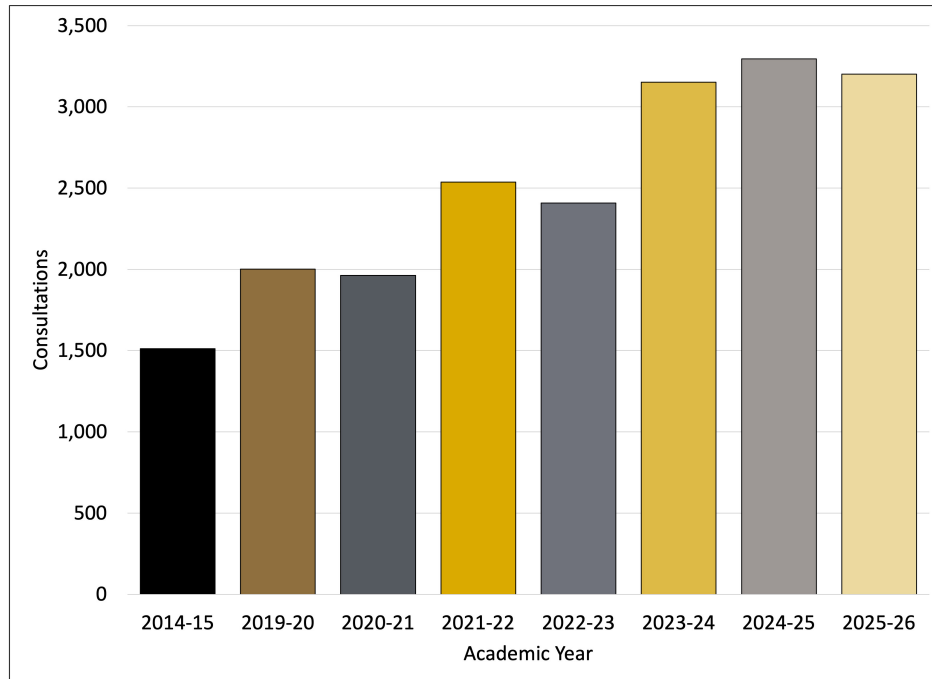


Figure 5. Historical breakdown of domestic client consultations

International Student Use

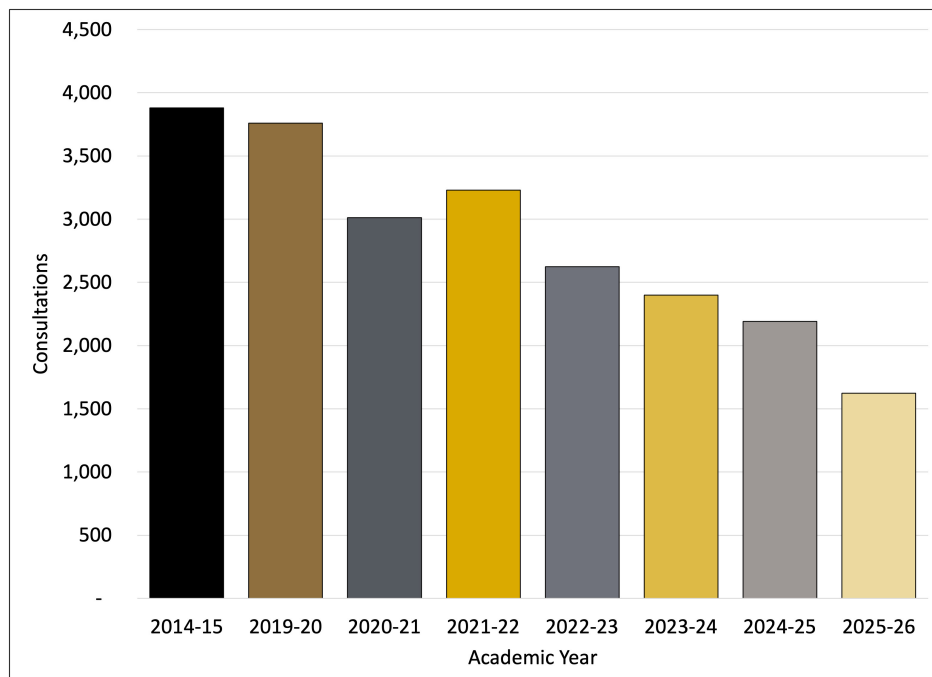


Figure 6. Historical breakdown of international client consultations wherein the decrease likely represents the ongoing slippage in enrollment of students from countries beyond the USA

Usage Comparison

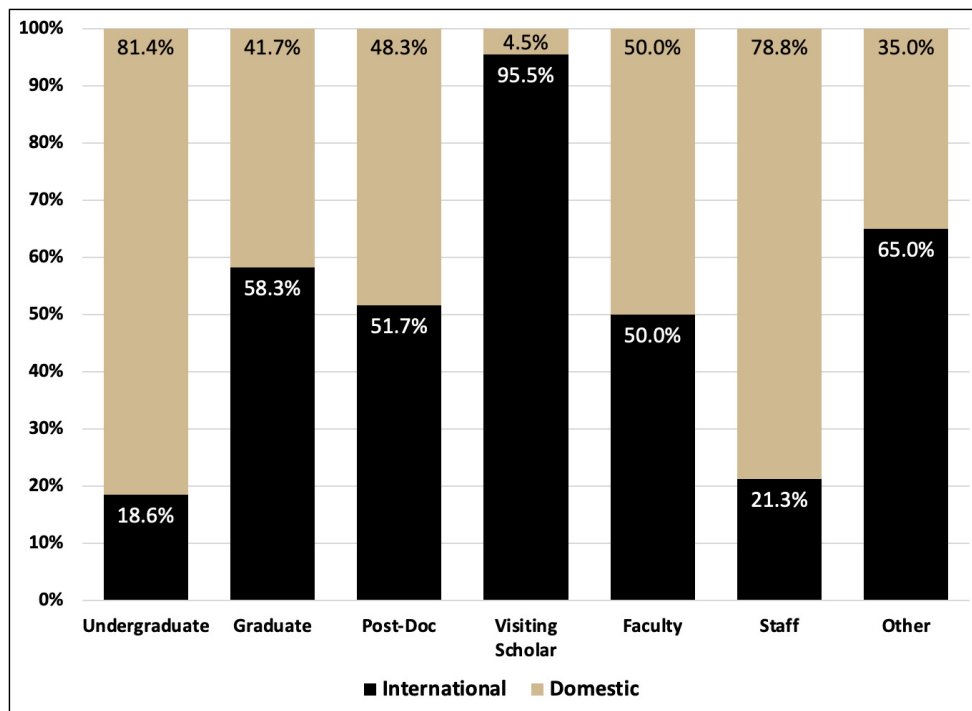


Figure 7. Consultations with multilingual writers by classification, as percentage of individual categories

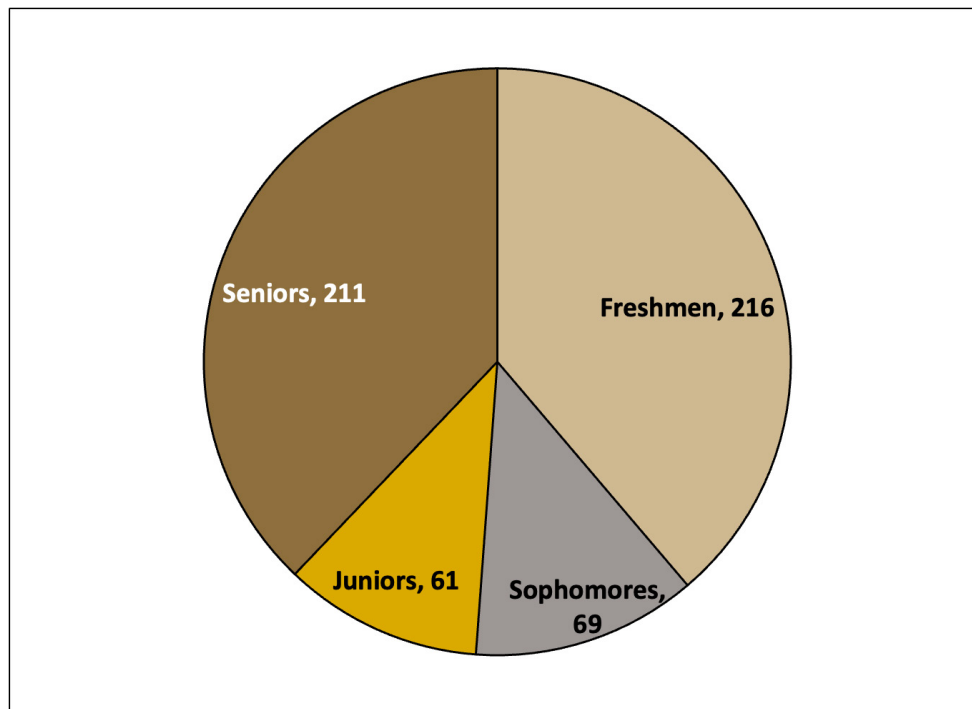


Figure 8. Undergraduate international writers by classification

Visits by Country

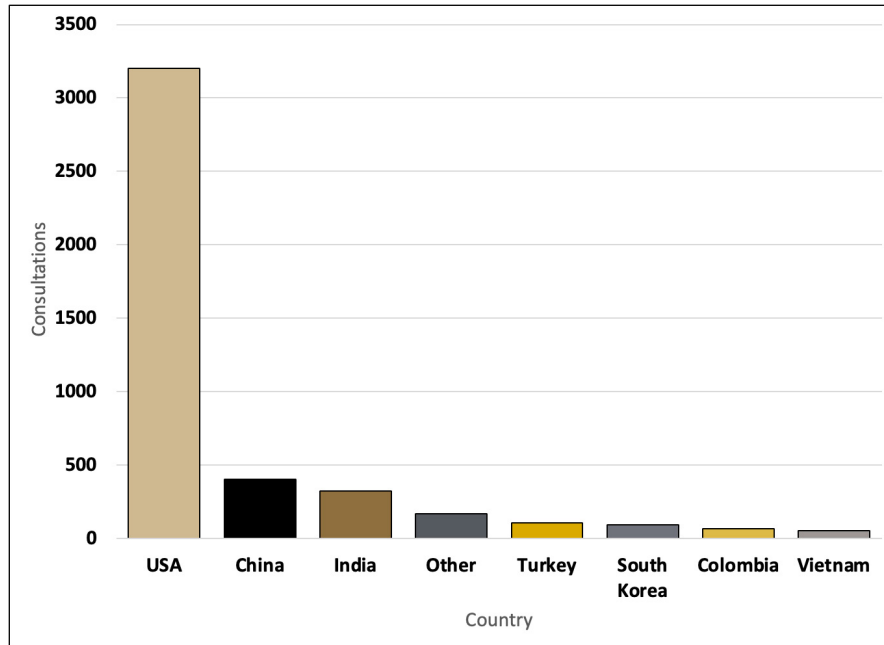


Figure 9. On-campus client consultations by top eight countries of origin

Visits by College

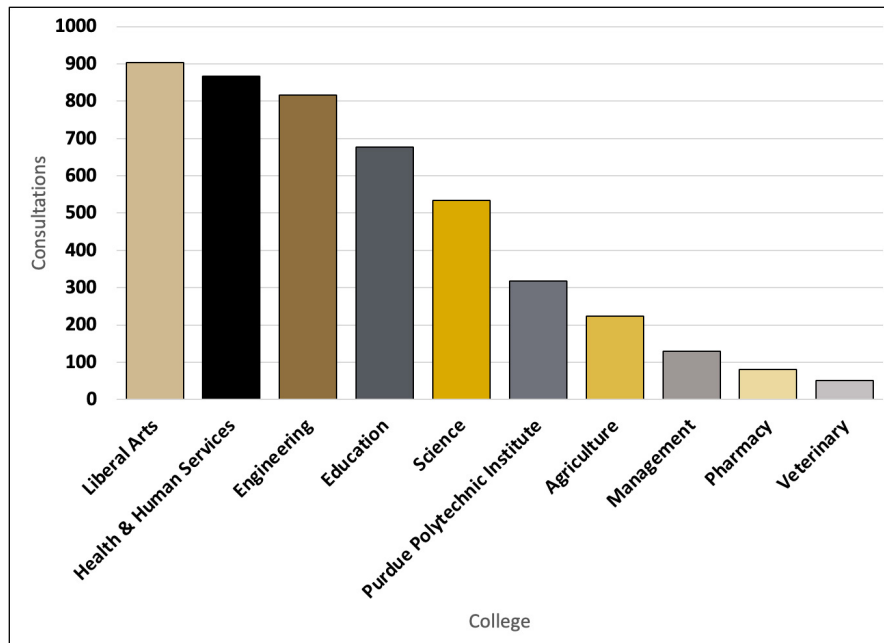


Figure 10. Distribution of consultations as represented by client's home college



Website Traffic

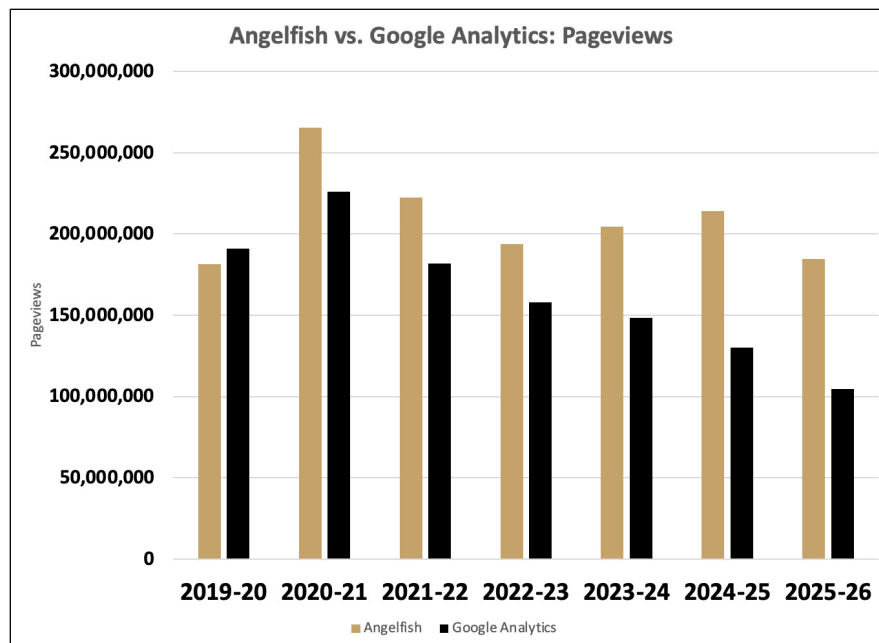


Figure 11. This chart represents yearly traffic on the website.

YouTube Resources

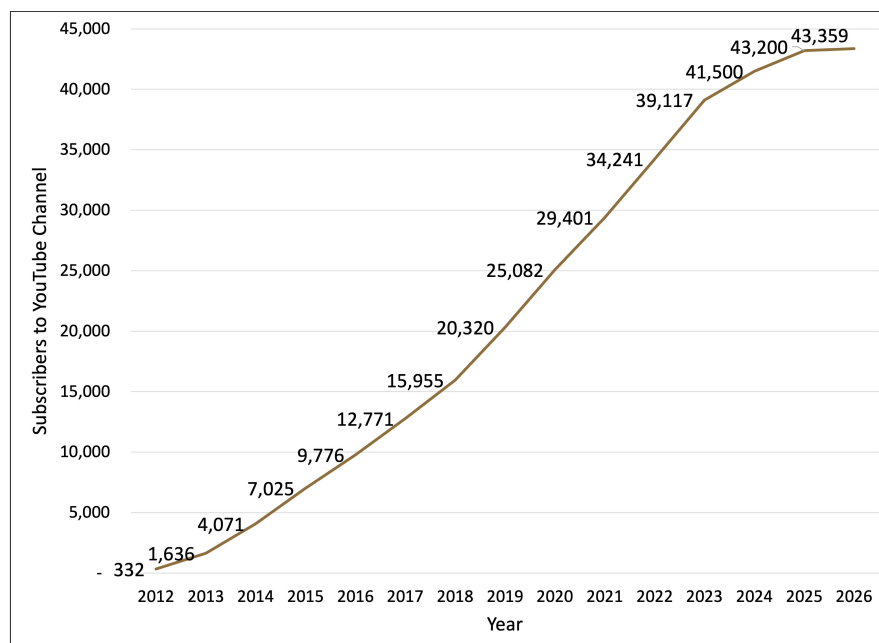


Figure 12. The OWL's YouTube channel continues to be updated with new tutorial videos and subscribers continue to grow each year

SERVICES PROVIDED

The Purdue OWL provides the Purdue community with a wide range of services including:

- In-person and virtual tutorial consultations
- Support for faculty using writing across all disciplines
- Campus-wide workshops on a variety of writing topics
- Programming designed to support graduate writers
- Support for multilingual writers

Consultations

Besides our core in-person sessions, the OWL offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2025-26 academic year:

- 56.0% of all sessions were virtual, compared to 57.2% from AY 2024-25
- 1,811 e-tutoring appointments
- 890 live online chat appointments

Online and e-tutoring continue to widen the reach of the OWL by improving its accessibility to clients for whom a physical, on-campus visit is difficult, including nontraditional students, distance learning students, and students with mobility concerns.

Support for Writing Across the Disciplines

The OWL continues to work with faculty and instructors across campus by offering tours for their courses and providing curricular support. Instructors can request consultations to explore how best to collaborate with the OWL to improve writing instruction. The OWL also serves as an important mentoring space for instructors to improve their pedagogical expertise. Consulting and collaborating with faculty from across the disciplines to develop workshops or explore opportunities to integrate writing into the curriculum continues to be a large focus of our on-campus support.

Workshops

OWL leadership have upheld their existing collaborations with campus partners to address departmental, program, or individual course needs, whether primarily focused on undergraduates, graduate students, or other populations. In addition to mentoring consultants on developing materials and facilitating workshops for Purdue students and faculty, our Writing Across the Curriculum (WAC) mentoring and programming seeks to build sustainable relationships with instructors and professors in other disciplines, as well as student organizations that are interested in engagement with the OWL. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing-focused curriculum for instructors' courses.

During AY 2025-2026, the OWL offered 91 workshops across the West Lafayette and Indianapolis campuses for undergraduate and graduate students, as well as campus partners with a broad range of needs around writing. Workshops are typically an hour long and either conform to the peer-review model or consist of ways of giving feedback that represent collaboration between instructors and consultants. Workshops cover diverse topics, such as generating research proposals, learning email etiquette, building citation skills, developing job search or graduate application materials, creating effective presentations, and best practices for writing with AI.

Support for Graduate Writers

Intensive Writing Experience for Dissertation Writers

The Purdue OWL offered four sessions of the Intensive Writing Experience for Thesis & Dissertation Writers (IWE) in the summer of 2025. One session was conducted virtually using Zoom video to meet and Google Docs to share relevant materials with participants. One session was conducted in person as five half days. The remaining two sessions were conducted in person as three full days in KRCH 230. Graduate students who attended the summer IWE represented 49 disciplines from 9 Purdue colleges. Of the attendees:

- 70 were doctoral dissertation writers, 21 were master's thesis writers
- 49 attendees self-identified as international students.

Another session of the IWE was offered over spring break in March 2026, which took place over 5 half days. Of the 21 attendees, 16 were dissertation writers, and 5 were master's thesis writers.

Program evaluations across all the sessions included comments about progress made on the thesis or dissertation ("I have written more during the IWE than any other week this semester."), relational support provided ("Having a group of people that I saw daily helped me establish accountability and support."), skills learned ("I thought the workshops were particularly helpful, especially when they focused on having us collaborate to improve or change writing."), and overall value of the program ("Absolutely [would recommend to others]! It was incredibly helpful.").

Introduction to Graduate Writing

The Introduction to Graduate Writing workshop is a four-part series for first- and second-year graduate students. During each session, writers gather with OWL facilitators for 1.5 hours to learn about academic writing and participate in hands-on activities related to each topic. For Fall 2025, the program took place on Monday mornings during the month of September.

Program evaluations were overwhelmingly positive. Participants appreciated the content and the materials they were able to keep for future use. Several attendees offered concise overviews of what they gained from attending the program:

I thought this was a great course that helped to solidify my understanding about what it takes to write as an academic researcher.

Maintaining Productivity as a Mid-Stage Graduate Writer

In February 2026, the Purdue OWL offered the Maintaining Writing Productivity workshop series for 3rd-5th year doctoral students, addressing topics such as transitioning from research to writing, to clarity and concision, and more. Two versions were offered: one in-person in KRCH 230, and one online on Zoom. In their evaluations, attendees generally commented positively on the value of having time reserved in their schedule for writing, working in the company of other writers, and learning about giving and receiving good feedback.



Graduate writers attending an Intensive Writing Experience (IWE) workshop in Krach Leadership Center

Writers' Rooms

Writers' Rooms are dedicated space and time for writers to work on any document at any stage of the process. Consultants are available to help writers set goals and to consult briefly, but the primary purpose is for writers to spend significant time writing and revising. Sixty-four individuals made 161 appointments for Writers' Rooms. Due to a request from writers at the Indianapolis campus, a virtual option was added partway through fall semester. Participants found the regularity of the schedule and the accountability of sharing goals with other attendees the most valuable aspects of the program. Evaluations show that people appreciate the “quiet space to work” and being “able to get help with my writing.”

Future Faculty Bootcamp

At the request of the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars, the OWL participated in a Future Faculty Bootcamp event in the spring of 2026. OWL staff developed and facilitated a workshop targeting academic job documents such as cover letters for faculty positions. A total of 90 attendees participated in the Future Faculty Bootcamp program.

Indianapolis Graduate Support

In the spring, Indy OWL staff partnered with the Purdue Engineering Dean's Office for Graduate Education and IGNITE (Indianapolis Graduate Network for Innovation, Training, and Engineering) to offer a networking social and a writing workshop.

Conversation Groups

The OWL hosts several conversation groups for multilingual writers each week throughout the academic year. For this year, conversation groups took place in the West Lafayette location. One hundred forty individuals made 496 appointments for conversation group. Favorite topics included money, mysteries, stress, clothing, and hobbies. One attendee noted that “favorite topics were talking about our daily lives.” Several attendees mentioned that all topics were “interesting and useful.”

Online Writing Lab (OWL)

The website publishes free resources on a vast array of writing topics. In addition to helping students around the world with academic, professional, and personal writing tasks, the site acts as an unofficial goodwill ambassador for Purdue insofar as it is many students' and teachers' initial point of contact with the university. With hundreds of millions of visits each year, the OWL ranks among the most popular educational sites in the world.

From June 1, 2025 to May 31, 2026, the OWL served 104,874,586 pageviews and 27,026,085 unique users based on Google Analytics tracking. This traffic represented a 19.6% decrease in pageviews and 19.9% dip in users over the previous year. The pattern parallels wider industry metrics as privacy laws enable greater “opt-out” of tracking as well as the effect of AI. Still, our resurgence of unique users is a promising testament to the website's reputation.

Website Usage From 2025-26

The OWL serves writers globally. Outside of the United States, the highest numbers of pageviews comes from Canada, Ireland, Brazil and, India. The OWL pages on MLA and APA citation remain the most highly used. Other popular pages include resources covering business correspondence, argumentative essays, thesis statements, outlining strategies, and a host of grammar topics. The OWL's downloadable resources, like its sample papers and PowerPoint presentations, remain favorites as well.

The OWL also supports a YouTube channel with 128 videos. The OWL's YouTube channel has 43,359 total subscribers—a 4.3% increase from last year. Video topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g. writing in engineering), rhetorical strategies, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility. For this reason, all videos on the YouTube channel are captioned after they are uploaded.

Website National Traffic

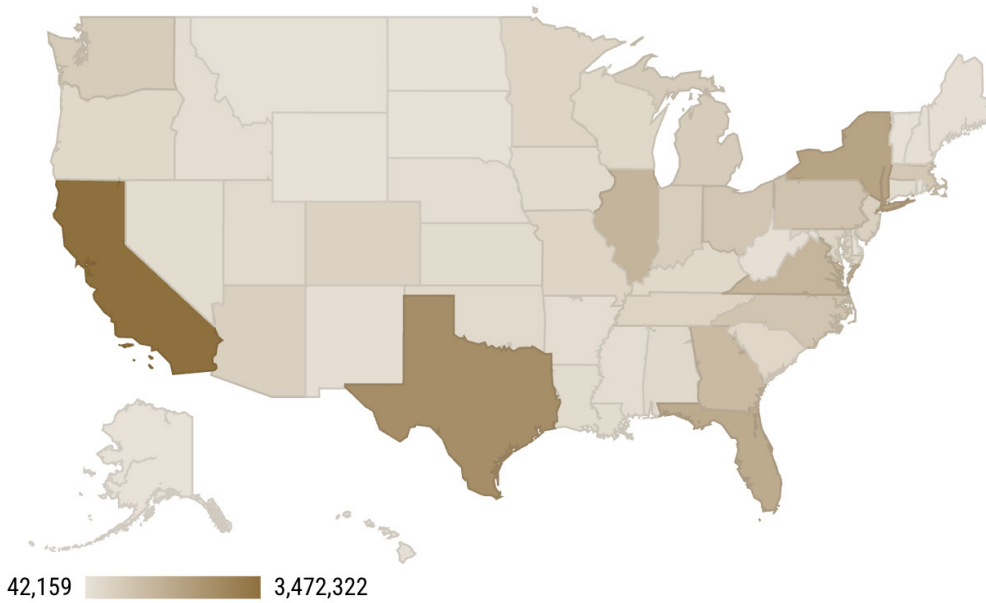


Figure 13: Heatmap of OWL traffic in the US. California, Texas, New York, Florida, Illinois, and Virginia represent states with the largest usage respectively. Indiana is thirteenth.

Top Indiana Cities Using the OWL Website

Rank	City	Views
1	Indianapolis	367,758
2	Greater Lafayette	359,569
3	Bloomington	171,180
4	Fort Wayne	151,870
5	Muncie	78,831
6	Evansville	74,236
7	Terre Haute	68,664
8	South Bend/Notre Dame	49,930
9	Fishers	41,952
10	Carmel	41,942

Table 1. OWL traffic within our home state indicating significant usage where peer institutions are located

OWL STAFF EDUCATION

To ensure that all writing consultants have the best training, the OWL requires that consulting staff possess a strong foundation in writing pedagogy education and participate in ongoing professional development through staff meetings, special projects, and dedicated training on multilingual writing. In addition, the OWL maintains a library of writing-related texts and encourages staff to engage in research.

Undergraduate Staff Education

Our Associate and Assistant Directors for Undergraduate Education led the OWL's training, mentoring, and supporting of prospective and current undergraduate writing consultants by: 1) teaching sections of ENGL 390 for potential new undergraduate staff, 2) teaching ongoing "self-paced" consultant education, 3) selecting and hiring new undergraduate staff, 4) mentoring undergraduate research, and 5) recruiting prospective undergraduate staff.

OWL undergraduate consultants presented original research at two conferences during AY 2025-2026

including the East Central Writing Center Association (ECWCA) held at Wabash College in Crawfordsville, Indiana and the Conference for College Communication and Composition (CCCC) held at the Huntington Convention Center of Cleveland in Cleveland, Ohio. The OWL continues to foster a culture of undergraduate research by supporting and encouraging undergraduate consultants to collaborate with their peers and professional and administrative staff to refine their ideas and present for diverse audiences on campus and across the country. Undergraduate research is an essential component of the OWL's mission to better serve students while also helping our writing consultants develop a robust, dynamic transferable skill set to take with them once they graduate.



Undergraduate Writing Consultants attending a staff meeting in Krach Leadership Center



GTAs participate in a paired activity during a Staff Meeting, drawing diagrams that explore key writing concepts

Graduate Staff Education

This year, our graduate consulting staff consisted of eight graduate students: two from English, two from Education, two from Counseling Psychology, and two from Engineering. At the beginning of the Fall 2025 semester, the orientation for OWL Graduate Teaching Assistants (GTAs) was conducted by the Associate Director for Graduate Education.

Throughout fall and spring semesters, all GTAs participated in graduate staff meetings as their schedules allowed. In the fall, meetings covered a range of topics relevant to writing center work, including writing and consulting conference proposals, navigating disagreement in academic and writing relationships, disciplinary writing, and multimodal documents. During the spring, GTAs explored topics such as motivation and emotional needs of writers, consulting with papers in Philosophy and SCLA, and updating content on the OWL website. Several of these meetings included visitors and guest speakers, including four visitors from Universidad de Antioquia in Colombia, as well as faculty from Purdue's Cornerstone Integrated Liberal Arts program.

Under the direction of the Associate Director for Graduate Education, the meetings were led by a variety of staff members with expertise in the various topics. In addition to educational meetings, each semester the GTAs had the option to participate in two social meetings, which included games and catered lunches. The mix of educational and social interaction throughout the semester contributed to a strong cohort experience for this group of staff.

IMPACT ON STUDENT SUCCESS

With the help of Institutional Data Analytics & Assessment (IDA+A), the OWL staff continues to study whether collaborating with writing consultants has effects on student success. Data on student retention and GPAs are now regularly collected and compared for students who both do and do not use the On-Campus Writing Lab. Results indicate that students who visit the OWL routinely do better academically than students who do not. We continue to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful.

Average GPA Breakdown by Academic Classification and Usage

		AY 2021-22	AY 2022-23	AY 2023-24	AY 2024-25	AY 2025-26
Freshmen	1 time	3.32	3.20	3.30	3.41	3.53
	2-5 times	3.44	3.33	3.43	3.46	3.58
	6+ times	3.72	3.65	3.67	3.70	3.56
	Didn't use OWL	2.99	3.05	3.06	3.11	3.14
Sophomores	1 time	3.48	3.45	3.42	3.53	3.57
	2-5 times	3.57	3.57	3.50	3.56	3.53
	6+ times	3.81	3.54	3.56	3.66	3.76
	Didn't use OWL	3.25	3.23	3.25	3.28	3.29
Juniors	1 time	3.50	3.43	3.35	3.51	3.49
	2-5 times	3.66	3.56	3.46	3.57	3.53
	6+ times	3.58	3.68	3.68	3.58	3.72
	Didn't use OWL	3.29	3.29	3.29	3.31	3.33
Seniors	1 time	3.50	3.52	3.48	3.52	3.47
	2-5 times	3.60	3.55	3.56	3.64	3.60
	6+ times	3.72	3.66	3.74	3.65	3.65
	Didn't use OWL	3.37	3.37	3.38	3.37	3.40
Graduate	1 time	3.73	3.70	3.77	3.75	3.74
	2-5 times	3.78	3.75	3.77	3.75	3.83
	6+ times	3.88	3.80	3.84	3.81	3.88
	Didn't use OWL	3.63	3.58	3.65	3.67	3.68

Table 2. Historical breakdown of GPAs and OWL usage by class standing. Data sourced from university information service and OWL data collection. Sample represents the entire university student population.

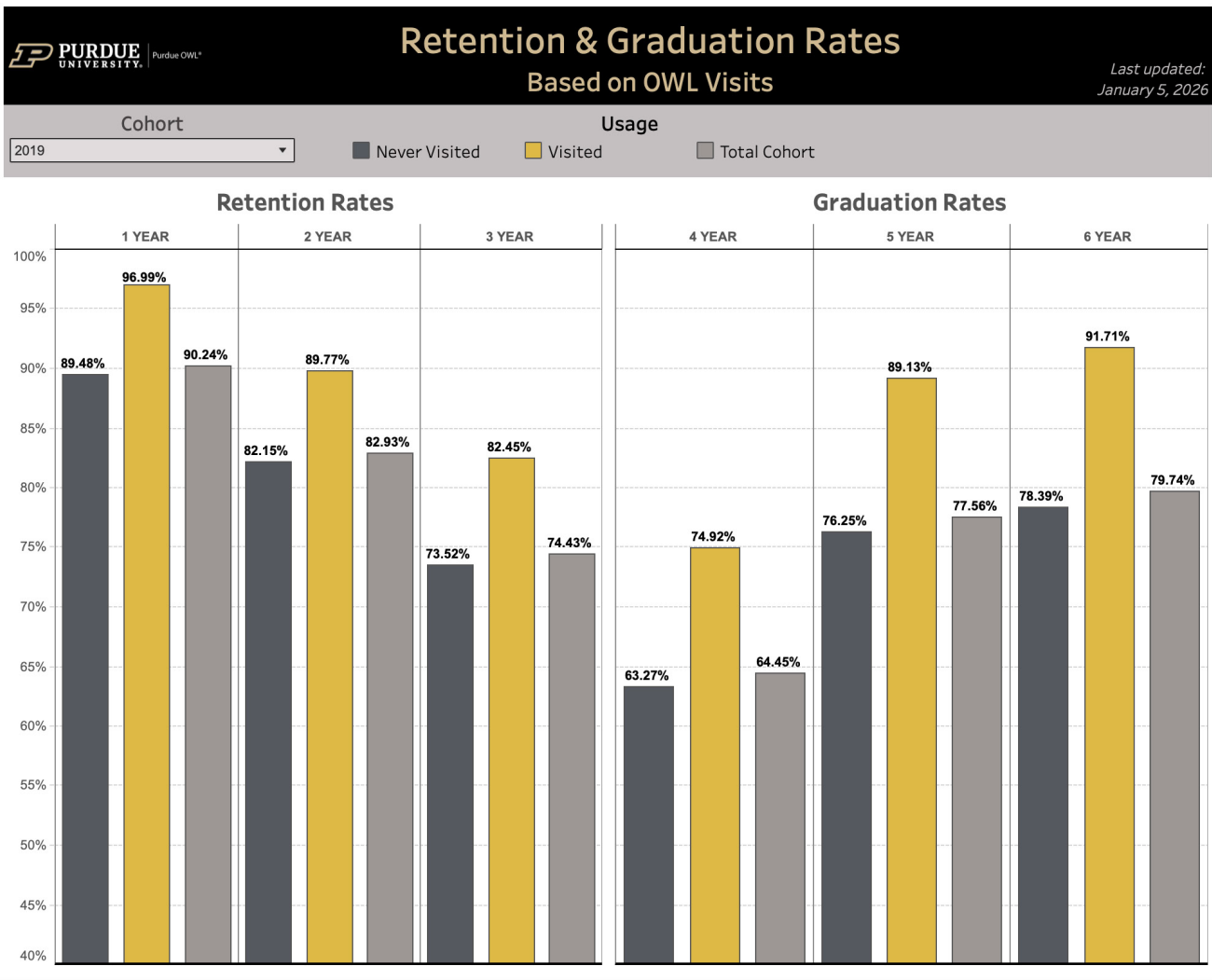


Figure 14. First, second-, and third-year retention rates for the 2019 entering class as well as its fourth-, fifth-, and sixth-year graduation rates. Students who visit have a statistically-significant improved performance on all accounts. Still, this pattern correlates with broader student success research. Whenever students actively engage with campus support or programming in general, they perform better. Screenshot from OWL Website, Research page.

CAMPUS ENGAGEMENT

OWL staff recognize the importance of intellectual diversity and community involvement. As a result, staff members frequently engage with on- and off-campus groups through regularly-offered services, special projects, and research. This section highlights the major on- and off-campus partners.

Orientation Activities

Every year, we welcome incoming students by providing information regarding the OWL's services. We participated in a series of events and shared informational materials for Boiler Gold Rush and the campus cultural centers' Express Fest. The OWL also participated in the Black Cultural Center's Boilerfest, the Latino Cultural Center's Connexiones event, and the LGBTQ Center's Rainbow Callout.

The Purdue OWL in Indianapolis participated in the Boiler Gold Rush orientation event that took place at their location ahead of the fall 2025 semester.

Office of Professional Practice

In January 2025, the Purdue OWL in Indianapolis participated in the OPP's Co-op and Internship Fair to offer resume and cover letter resources for students in attendance.

Later in Spring semester, OWL staff visited multiple sections of the Introduction to Engineering Practice course (ENGR 103), as well as the Introduction to Professional Practice in Computer Science course (CS 190). During these class visits, OWL staff facilitated workshops on professional email writing and preparing materials for internship applications.

Purdue Polytechnic High Schools

During the academic year, the OWL continued its collaboration with PPHS high school to support students working on their college admissions essays. The proximity of the Indianapolis OWL location to the Broad Ripple and Englewood campuses facilitated opportunities for staff to meet with students for in-person consultations during school hours.

In addition to the PPHS campus visits, Associate Director Garrett Colón, Professional Writing Specialist Alexis Pitchford, as well as undergraduate and graduate consultants at the Indianapolis OWL provided written feedback on students' essay drafts ahead of the admissions deadline.

LARA Outreach

Professional Writing Specialists Brent Cameron and Matt Del Busto have continued to strengthen community connections with the Lafayette Adult Resource Academy (LARA) by volunteering to participate in a beginner-level adult ESL class. Leveraging their collaboration with multilingual writers at the OWL, Brent and Matt lead conversation tables, help students improve vocabulary and English pronunciation, and assist them with practice tests designed to help students improve their English speaking, listening, reading, and writing abilities.

The Data Mine

Purdue OWL in Indianapolis worked closely with staff and graduate TAs at The Data Mine to support their undergraduate TAs who led regular meetings undergraduate student researchers on projects presented at the spring Corporate Partners Symposium. OWL staff developed in-class activities for Data Mine TAs and explored strategies for strengthening students' public presentation skills and presenting research to an audience.

Center for Career Opportunities

The Purdue OWL in Indianapolis collaborated with the Center for Career Opportunities (CCO) on multiple occasions during the academic year. One iteration of the CCO's Resumania event was co-hosted with the Purdue OWL in Indianapolis, focusing on resume guidance and elevator pitch practice.

Cultural Center Satellite Locations

Throughout the academic year, OWL writing consultants worked with leadership at cultural centers across campus to provide satellite hours and foster a sustainable and safe environment for students to seek support with writing however they experience it in everyday and academic life.

Cultural centers that the OWL collaborated with this year include the LGBTQ Center, The Latino Cultural Center (LCC), the Black Cultural Center (BCC), the Asian American and Asian Resource and Cultural Center (AAARCC) and the Native American Education and Cultural Center (NAECC).

Purdue Libraries

In January and February 2025, the Purdue OWL co-sponsored a book club for instructors alongside Purdue Libraries and the Center for Instructional Excellence (CIE). The opening and closing sessions were hybrid, with in-person attendees meeting at the Student Center at Purdue in Indianapolis. Remaining sessions took place virtually.

In April 2026, the OWL and Purdue Libraries collaborated on Study Breaks during Quiet Week on the second floor of the Student Center at the Indianapolis location. Throughout the week, OWL and Libraries provided a variety of refreshments, crafts, and games for students, creating a space to rest and de-stress ahead of finals.

Cornerstone Integrated Liberal Arts

In Indianapolis, the Purdue OWL has continued to work closely with faculty teaching SCLA 101 and SCLA 102 classes in the Cornerstone Integrated Liberal Arts program. The 2025-26 academic year saw the return of the OWL's recurring Donuts and Drafting Day event, which, in coordination with Cornerstone faculty, offers their students the chance to write, receive feedback from OWL consultants, and enjoy donuts on the second floor of the Student Center.

In addition to collaborative programming with Cornerstone, the OWL continued to offer in-class workshops on a variety of topics this year to support student writing and public speaking.

RESEARCH & PROFESSIONAL DEVELOPMENT

The OWL offers opportunities to conduct academic scholarship, with many graduate alumni continuing this research in tenure-track positions at universities in the United States and abroad. In addition, Lab training serves to professionalize tutors, preparing them for jobs in education, government, and private industry.

Dissertations

During AY 2025-26, the following graduate students continued work on dissertations related to the Writing Lab and writing center scholarship:

Eric Joseph, "Education in an Age of Precarity: Examining the Cultural Meaning of Education through the Literacy Narratives of College Stopouts and Dropouts" (PhD diss., Purdue, 2026).

Ghada Seif Eddine, "Demystifying Conflict in the Writing Center and Stirring up 'Good Trouble'" (PhD diss., Purdue, 2026).

Publications

Borchert, J. "Whose History Counts? Identity, Power, and Absence in Writing Center Archives." *Craft and Context*, forthcoming 2026.

Borchert, J., Cameron, B., Del Busto, M., Patterson, N. "Between the Lines: Where Professional Tutors Write Themselves In" [Forthcoming August 2026]. *The Peer Review*

Del Busto, M. "Ode to the Estate ETQ4400XQ." *In Cincinnati Review*. 2025.

Del Busto, M. "Where the wilderness along can't reach': A Review of Mary Ardery's *Level Watch*," *Bear Review*. 2026.

Ding, Y., Mao, W., Yang, X., Ruoxi, W., Su, S. Parent and child's adaptation after traumatic separation: Insights from interviews with separated-reunited parent-child dyads. *Youth and Society*. 2026.

<https://doi.org/10.1177/0044118X26144027>

Duran, A. and Borchert, J. "Identity Formation in Longfellow's Song of Hiawatha." *A Companion to World Epics*, edited by Jo Ann Cavallo. Routledge UP, forthcoming 2027.

Googe, K. "To Sweat Out Judgment Day: Anti-Eschatology in Kurt Vonnegut's Player Piano." *Ex-centric Narratives: Journal of Anglophone Literature, Culture and Media*, Aristotle University. 2025.

Kennell, V.R., Garla, A., & Gray, G. (2025). Untapped potential: Leveraging disciplinary expertise for graduate writing consultant education. *Praxis: A Writing Center Journal*, 22(3), 15-27.

Conference Presentations

Bonnet, A., Clarke, M., LaBelle, G., & Majesty, A., *East Central Writing Center Association Conference*. "Distracted Ecosystems: Grounding Writing Center Consultants Amidst the Noise." 2026.

Borchert, J. *Online Writing Center Association Conference*. "Liminal and Hypocritical: Tutoring Between Ideals and Institutional Norms." 2026.

Borchert, J. *Online Writing Centers Association Conference*. "We are More than Our Job Title: Collaborative Counter-Narrative Creation for Writing Center Archives." 2026.

Borchert, J., Cameron B., Del Busto, M., Patterson, N., and Pitchford, A. *Conference on College Composition & Communication*. "Past Lives, Present Practice: A Dialogue on Professional Consultant Identity and Labor in Writing Centers." 2026.

Borchert, J., Del Busto, M., and Patterson, N. *East Central Writing Centers Association Conference*. "Planning for Longevity in a Time of Brevity: Opportunities for Writing Centers in a Post-AI World." 2026.

Brooks-Gillies, M., Kauza, J., Pregent, G., Patterson N. *East Central Writing Centers Association*. "Publish with the ECWCA Journal: A Works-in-Progress Workshop." 2026.

Cameron, B., Del Busto, M., Patterson, N. and Pitchford, A. *International Writing Centers Association Conference*. "Borderlands and Backchannels: Embracing 'In-betweenness' as a Way of Being and Working within Writing Center Spaces." 2025.

Cameron, B., Del Busto, M., Patterson, N. and Pitchford, A. *International Writing Centers Association Conference*. "How do Writing Center Spaces Reinforce or Challenge Institutional Hierarchies?" 2025.

Colón, G., Morin, S., Nuguid, ME. *East Central Writing Centers Association*. "Throwing Spaghetti at the Wall: Reciprocal Relationships Between Emerging and Established Writing Centers." 2026.

Del Busto, E. *East Central Writing Centers Association*. "Minding the Gap: Exploring the Hidden Curriculum of Your Writing Center." 2026.

Ding, Y. *East Central Writing Center Association*. "You are my tutor, not my peer': Hierarchy in cross-cultural consulting in writing centers." 2026.

Googe, K. *American Literature Association Conference*. "Contradictory Capital, Conflicted Nation: Washington, D.C., Social Change, and the Nation in Pauline Hopkins's 'General Washington (A Christmas Story)'" 2026.

Kennell, V.R. Workshop at *East Central Writing Centers Association*. "Draw it for me: Using and creating visuals in writing center interactions." 2026.

Kennell, V.R., & Patterson, N. Special Interest Networking Group at *Consortium on Graduate Communication Summer Institute*. "So you always wanted to host a virtual summer institute..." 2025.

Accolades

Allie Beene

- Department of English Award for Short Story

Annie Bonnett

- William J. Stuckey scholarship in creative writing
- Literary Awards, 1st place R.W. Babcock Award and 1st place Bain-Swiggett Award

Jacqueline Borchert

- Elected to the Online Writing Center Association board, Jan. 2024-Jan 2027

Ghada Seif Eddine

- Bilsland Dissertation Fellowship, College of Liberal Arts, Purdue University, August 2025 – May 2026.
- Professor Janice Lauer Dissertation Award in Rhetoric and Composition, Department of English, Purdue University, Spring 2025.

Bethany Lee

- Department of Anthropology Award

Anushka Majety

- Helen Bass Williams Award

Abigail Pickard

- Kneale Award for History, 2nd place

Lillian Pirotto

- Sarah Fielding Award

Abby Thatcher

- Tom Andrews Clapping Award

APPENDIX A: BREAKDOWN OF CONSULTATIONS

Consultations by Classification

	2025-26	2024-25	% Change
Undergraduate	3,002	3,274	-8.3%
Graduate	1,373	1,777	-22.7%
Post-Doc	60	15	300.0%
Visiting Scholar	176	221	-20.4%
Faculty	14	33	-57.6%
Staff	160	85	88.2%
Other	40	81	-50.6%

Consultations with International Writers by Classification

	2025-26	2024-25	% Change
Undergraduate	557	822	-32.2%
Graduate	800	1,098	-27.1%
Post-Doc	31	15	106.7%
Visiting Scholar	168	210	-20.0%
Faculty	7	10	-30.0%
Staff	34	16	112.5%
Other	26	20	30.0%

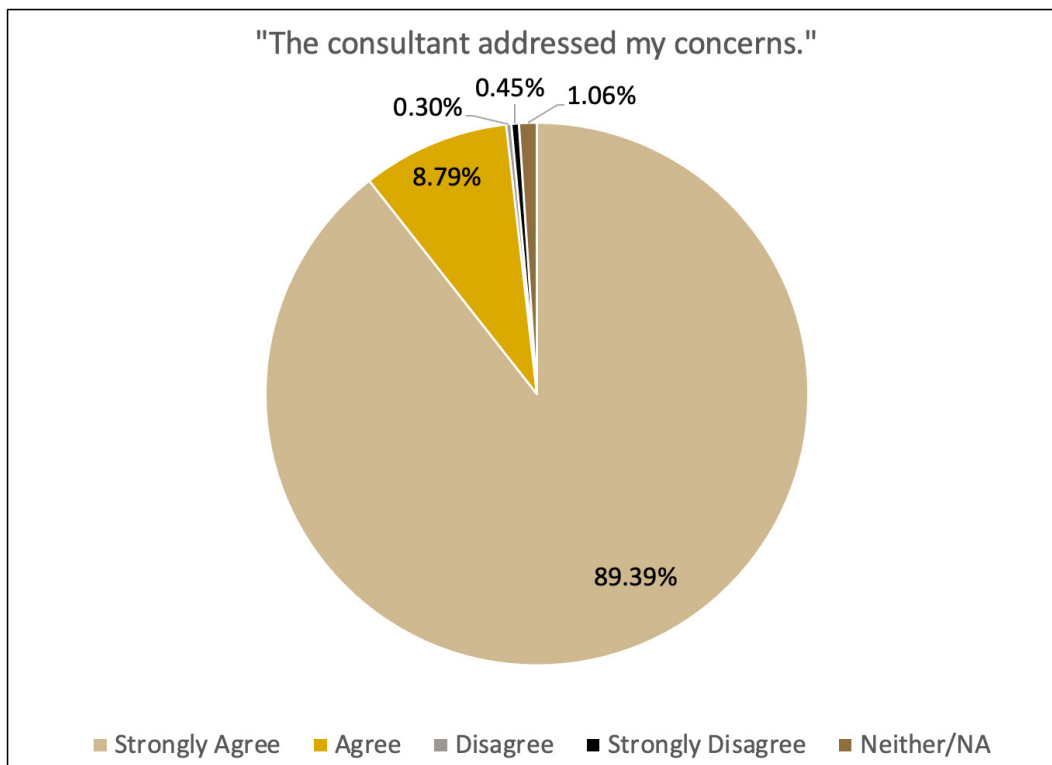
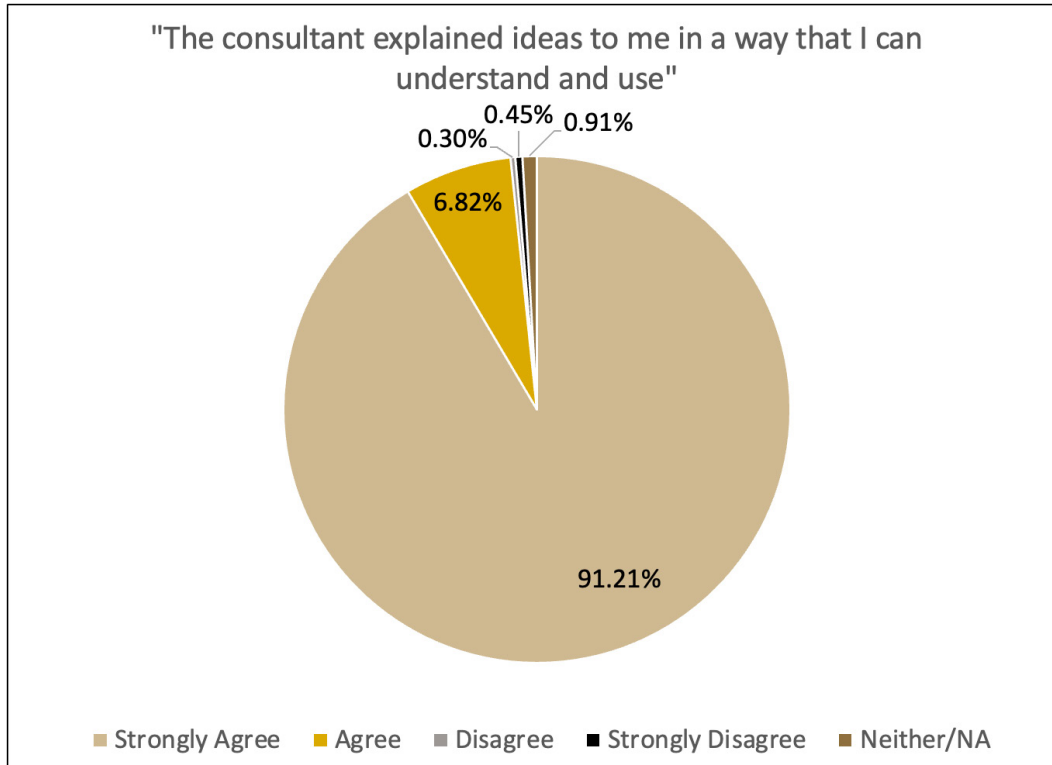
Consultation Breakdown by College

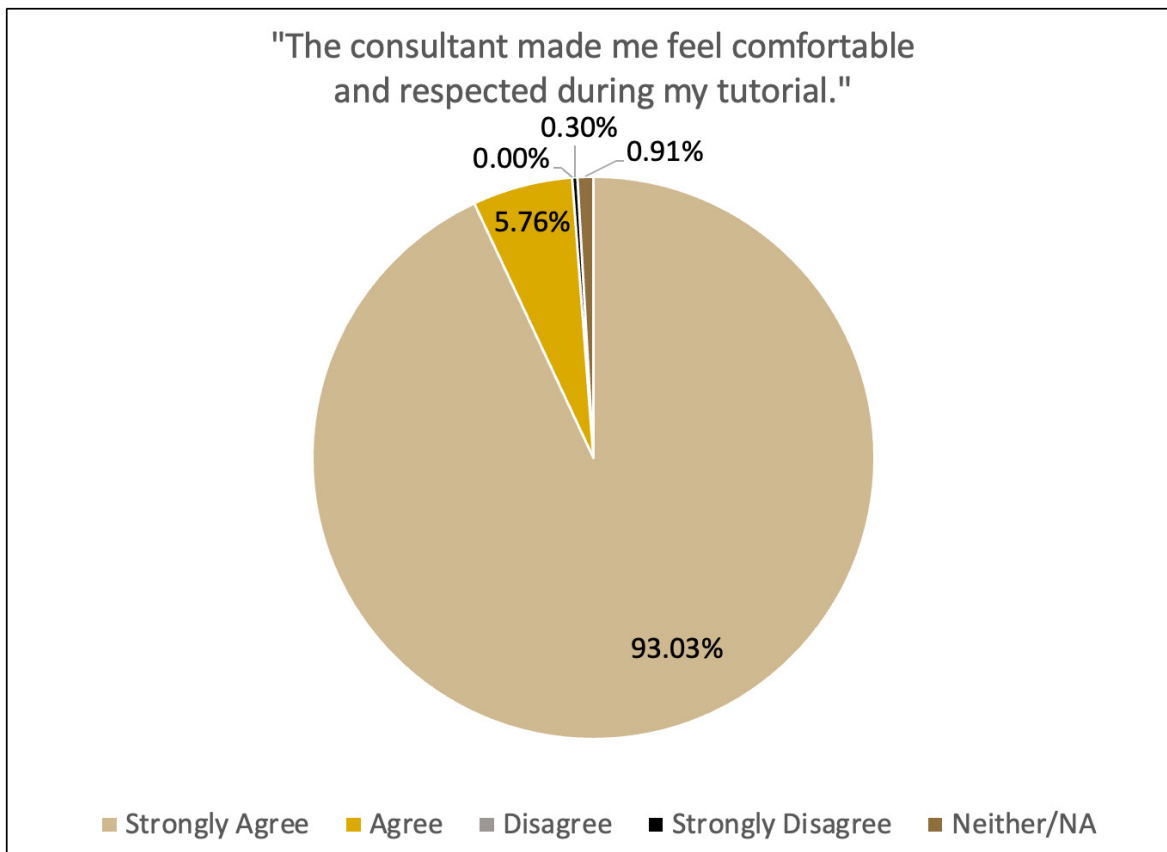
	2025-26	2024-25	% Change
Agriculture	224	284	-21.1%
Education	677	502	34.9%
Engineering	817	1,116	-26.8%
Health and Human Sciences	866	875	-1.0%
Liberal Arts	903	782	15.5%
Management	130	257	-49.4%
Pharmacy	80	74	8.1%
Polytechnic Institute	318	545	-41.7%
Science	534	690	-22.6%
Veterinary School	52	56	-7.1%

Consultations with Undergraduate International Writers by Classification

	2025-26	2024-25	% Change
Freshmen	216	296	-27.0%
Sophomores	69	107	-35.5%
Juniors	61	96	-36.5%
Seniors	211	323	-34.7%

APPENDIX B: EVALUATIONS & COMMENTS



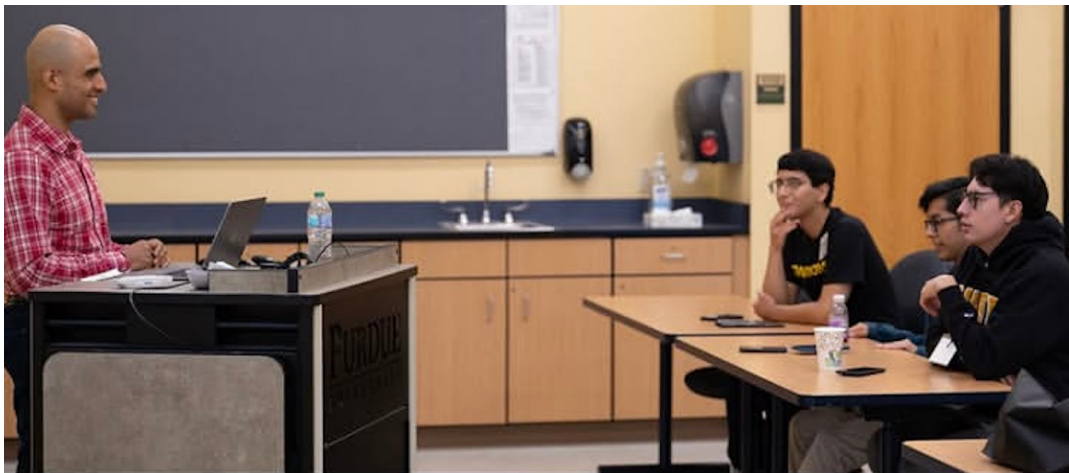


Client Comments (Direct Quotes, unedited)

- This meeting was very helpful for keeping me accountable, and it restored my confidence in doing well on the assignment. I'm definitely going to come back to OWL for future writing projects.
- Allie was SO encouraging and helpful! She truly was such a cheerleader and made very thoughtful observations about my work. She outlined how certain changes would have different effects, which was really great because it helped me make my own decisions and understand the reader's POV.
- Gabi is always so extremely helpful and I really understand everything she explains to me about how I can better my work!
- Noah was fantastic, very easy to talk to and quite knowledgeable in the topic. Provided great resources to help me improve.
- Ruby is incredibly kind and an amazing writing consultant. It is always great to work with her on my writing.
- Yinan did an excellent job! They were incredibly thorough, provided helpful feedback, and revealed weak areas that I would never have thought of. Beyond grateful for their dedication!
- The tutor was very friendly and helpful. Constructive feedback was given, giving me a clear direction on how to improve my paper.
- I am an alumnus and now back in grad school. Hanna gave me a great review with super suggestions. I will now use the OWL online resources in a better manner and improve my writing in a better manner. She was stellar and I will return to her for feedback on my work.
- Kendall was absolutely amazing at making me feel welcome and comfortable and providing feedback in a professional and kind manner.
- Eliana helped me improve the clarity of my paper. Since I wrote my paper and read it for multiple times, I feel my argument and evidence make sense, but it may not. Eliana helped me identify these points, so I can make my paper more clear.
- Couldn't recommend this service more. I had a solid draft on my personal statement but going to the writing lab made me much more confident in it. Brent was very helpful in bringing in new ideas and making my writing move to the next level.

- Extremely helpful session! Abby was professional and offered great advice for creating a rough draft of a cover letter. We discussed references I can use for formatting content and essentials to include that employers are looking for. I feel more confident in tackling the next revision! Thank you!
- My tutor did an excellent job helping me think through ideas and giving feedback on my rewrites.
- Tanvi was encouraging and listened well to my concerns with my writing. She helped me clean up parts of it so that it reads more fluently. Her advice for me even beyond the writing assignment was helpful.
- Conner was great to work with! Super helpful and knowledgeable about APA specific formatting and citations!
- Jacqueline and Brent have been amazing OWL Liaisons at the AAARCC!
- Thank you for helping me with the essays! I really appreciate your feedback!
- This is the third time I have used the OWL and I continue to be dazzled and delighted with the assistance provided. The breadth and depth of the feedback is terrific. It reaches major structural concerns and simple syntactical errors. The feedback provided the "what" and "why" my paper could be improved and left it up to me on "how" to make the improvement. Leah and Annie did a fantastic job. I will look for them on my next request for writing assistance. Thank you.
- It was a pleasure working with Allie, she was very detail-oriented to the materials (job description, my writing), and provides good feedback & suggestions on how to improve the writing.
- The tutor was very helpful in providing feedback. The tutor was also patient and took the time to explain the process to me which was very helpful in the writing process.
- This experience was very helpful and it was exciting to learn how to write a new kind of piece. Thank you for your help!
- Atharv was very helpful and friendly, and I really appreciated his assistance. I would definitely recommend him to anyone in need of help.
- Jacqueline is an excellent tutor with strong subject knowledge and a great ability to listen and address individual needs.
- I really enjoyed working with Kendal, and I'll be making more appointments with her!
- Everything was excellent. Everyone was very friendly, and my tutor was very dedicated and approachable.
- Erin was extremely helpful and kind during my appointment. She gave me wonderful feedback that I absolutely will be applying to my work.
- Candace is so great at giving feedback! She is very encouraging and gives concrete ways to improve my writing. She is helping me a lot of my applications to graduate school.
- I really appreciated the feedback that she gave! It was delivered in a nice way, and she answered all of the questions I had. I know exactly how to move forward with my statement.
- Maya was great to work with once again. I find this campus resource extremely helpful and think more students should utilize it!
- Thank you so much for all of your help! My essay is in far better shape now and I am proud of the product I will be submitting. If I need help in the future I will definitely be booking another appointment with Jessie!
- Yinan did a great job at helping me understand my shortcomings and how I can work on them. She was very thorough with her explanations, understood my concerns, and suggested relevant modifications to my work. She explained concepts in an interactive manner, and this helped understand how I can further improve my work.
- Gave great feedback and really helped me understand the overall goals of my project! I found the comments to be very informative and helpful and I'll definitely be asking for their help in the near future.

OWL GALLERY



OWL GTA Juan Carlos Montoya leading a workshop on campus in West Lafayette, October 2025



Indy students meeting with UWC Stephanie Morin on Donuts and Drafting Day, December 2025



Student attending the OWL Mystery Dinner Party in Indianapolis, April 2026

OWL GALLERY



OWL Undergraduate Writing Consultants presenting at ECWCA in Crawfordsville, March 2026



Professional Writing Specialists presenting at IWCA in Cincinnati, October 2025



OWL staff attending a post-conference dinner during IWCA, October 2025

CONCLUSION

Following another successful year, we look increasingly forward to building on the momentum gained from the 2025-2026 academic year in anticipation of 2026-2027, during which the OWL will recognize over 50 years of teaching, learning and research.

Looking ahead, we see an exciting future of continued collaborations with our campus community across West Lafayette and Indianapolis. Faculty are more committed than ever to develop assignments and experiences that leverage the growing demand for proficiency in writing across fields and industries. Students are drawn to explore a variety of documents, writing styles, and rhetorical contexts that are informed by the needs and motivations of their disciplines. Our research hopes to explore in greater precision how we reach students, but also how they seek out support on their writing, and how we ensure that our support advances learning both during and beyond their visits to the OWL.

Our flagship OWL website continues to see regular updates to content based on user feedback, current and developing trends in writing education, and growing interest in various topics expressed by educators at all levels. As we continue looking for ways to broaden engagement with the website's millions of users around the globe, we are also making active efforts to develop even stronger video-based content on the OWL YouTube channel, and further our reach by developing an online presence across platforms such as Instagram, Facebook, X, and LinkedIn. Recently, we have been imagining how our website and expertise can be tapped ever more richly to our neighbors across the state. In doing so, we look to the new academic year with an eagerness to learn more about how public schools are making use of OWL resources to supplement classroom learning.

As we enter the next fifty years of the OWL, we celebrate its long history of addressing and researching campus writing needs. We also begin to look forward and imagine how we can continue to innovate in response to future challenges. Many on campus view the rise of AI as a hindrance to using writing to learn, but we see it as an opportunity to renew conversations about what people truly value as it relates to writing, and how that translates to mentoring writers across campus. As conversations around AI ramp up, we at the OWL continue to uphold our commitment to ensuring that our colleagues and campus partners are heard and supported when it comes to understanding how AI is shaping their worlds, their work, and their everyday connections to writing.

