

BIENNIAL REPORT

Center for Writers

FY25–FY26

July 1, 2024 to June 30, 2026



NORTH DAKOTA STATE UNIVERSITY

Center for Writers

NDSU

CENTER FOR WRITERS

Summary

The Center for Writers is NDSU’s university-wide writing support center. Situated in the Graduate School, the CFW serves undergraduate students, graduate students, faculty, and staff across disciplines.

The CFW supports writing as part of learning, research, professional preparation, and public communication. During FY25–FY26, the center showed steady growth while adapting to changes in staffing, student needs, writing technologies, accessibility expectations, and institutional responsibility. Through collaborative and adaptive writing support, the CFW advances NDSU’s mission to provide transformational education, create knowledge through innovative research, and share knowledge through community engagement that meets the needs of North Dakota and the world.

At the CFW, **writers bring real work in progress**, including course, research, application, presentation, disquisition, article, and professional documents. Writers meet with trained consultants who read, listen, ask questions, and help these clients make decisions about audience, purpose, organization, evidence, source use, genre expectations, formatting, revision, feedback, and next steps. The center does not exist to fix writing for students. It gives writers a site for conversation, practice, accountability, and belonging, where writing becomes more visible as a learnable, social, and revisable part of academic and professional life.

The CFW’s service profile is broad but coherent. In a typical year, the center works directly with more than 550 student writers, conducts about 2,000 consultations, offers weekly writing groups, and holds workshops and other learning events throughout the academic year. Across its major service areas, the center conducts several thousand direct student contact hours each year. These numbers show scale and continuity, but the work is defined by sustained attention to students’ writing, decision-making, confidence, and development.

The CFW’s undergraduate role is central to its university-wide mission. Undergraduate writers use the center as they enter academic disciplines, interpret assignments, work with sources, develop arguments, revise drafts, prepare applications, and build confidence as academic and professional communicators. Class visits and outreach extend this support into courses, where CFW staff and student consultants help make writing expectations more explicit and discussable. For faculty, the CFW provides a partner in helping students understand writing conventions, revision practices, and disciplinary communication without replacing the faculty member’s role as the disciplinary expert.

Graduate and research writing give the CFW a distinctive profile at NDSU. Graduate writers often work with the center on longer and higher-stakes projects: literature reviews, research articles, grants and fellowships, posters, presentations, theses, dissertations, and master’s papers. During this biennium, the CFW assumed direct responsibility for disquisition processing and publication support, connecting graduate writing development with institutional standards for formatting, accessibility, submission, and publication. This work supports graduate students as they move from coursework into professional scholarly contribution while complementing the center’s undergraduate work rather than narrowing its mission.

The CFW is a meaningful professional-development workplace for students. Student consultants are employees and learners in supervised professional roles. They develop skills in close reading, listening, mentoring, explanation, public speaking, workshop design, cross-disciplinary communication, documentation, and collaborative problem solving. Graduate consultants gain further experience with research writing, disquisition support, accessibility expectations, and scholarly publication workflows. Supporting the CFW therefore supports both the students who use the center and the undergraduate and graduate students who work in it.

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I. Context and Institutional Environment

Reporting Period and Purpose

This report covers the Center for Writers’ work during FY25–FY26 (July 1, 2024 – June 30, 2026) and provides the institutional record, evidence base, and service profile for the sections that follow.

During this period, the CFW’s work included individual consultations, writing groups, workshops, bootcamps, disquisition processing and publication support, class outreach, consultant training, and cross-unit collaboration. The sections that follow describe those activities in greater detail, including the data sources, staffing changes, service patterns, and institutional responsibilities that shaped the center’s work during the biennium.

CFW in Context

MISSION

“Through collaborative, personalized, and adaptive writing support for the community of students, scholars, and professionals at NDSU, the Center for Writers advances high standards of transformational education and the production and communication of innovative research.”

The Center for Writers serves the NDSU community, supporting writing development across disciplinary contexts, degree stages, and professional pathways.

The Center for Writers occupies a university-wide role while being administratively situated in the Graduate School. The Director reports to the Dean of the Graduate School, participates in university leadership committees, and works with faculty, deans, and provost-level leadership where writing, student success, scholarly communication, and academic support intersect. The CFW is both student-facing and institution-facing, supporting individual writers while helping the university sustain a coherent, research-informed approach to writing development across disciplines.

NDSU LEADERSHIP TRANSITIONS

During FY25–FY26, the Center for Writers worked through a period of institutional leadership transitions that impacted the center. In the Graduate School, the reporting period included Mark Nawrot’s service as interim dean, YT Lee’s appointment as permanent dean, and then the appointment of Joel Hektner as interim dean. The Business Coordinator whose portfolio includes the CFW changed from Audra Hart to Jeanine Allmaras. The broader university context also shifted during the same period. NDSU transitioned from Provost Bertolini to Provost Veil and from President Cook to President Stewart.

AI AND THE CFW

Generative AI is now part of the broader context for student writing, and it understandably raises questions about authorship, learning, academic integrity, and the future of writing instruction. The Center for Writers approaches these questions through an existing commitment to helping students become more confident, capable, and reflective writers who make responsible and effective choices. Student use of AI has not reduced

demand for our services. In fact, CFW use has increased since generative AI became widely available. While maintaining a values-based approach to writing support, the CFW defers policy questions to departments, programs, professional societies, and the university. It is also important to note that the students who come to the CFW have chosen to seek feedback and improve their writing, so client work may not reflect the full range of challenges higher education at NDSU may encounter with AI use in student work.

Evidence and Methods

This report draws on service data from WOnline, the CFW’s appointment-scheduling and reporting system, as well as internal administrative records, program documentation, staff accounts, and student-staff reflections to describe the work of the CFW across FY25–FY26. The report combines quantitative evidence with narrative interpretation so that service counts are read alongside the institutional, pedagogical, and operational contexts that shaped the work.

Authorship and Contribution Note

Name	Role	Contribution
Stephen Disrud	Primary author and editor	Report conception, structure, drafting, revision, synthesis, interpretation, and final editorial responsibility.
Kristina Caton	Collaborating author	Invited class instruction records, class-visit narrative, consultant development review, operational context, and section revision.
Drew Taylor	Collaborating author	Disquisition support narrative, publication workflow, accessibility-related practices, technical review, and section revision.
Pinki Rani Das, Seskia Anderson, Shikha Phillips, Arya Rogne, Rabeya Hamood, Kaniz Tahera	Student staff contributor	Reflection, review, documentation, service-area feedback, or section-specific contribution.

DRAFT AND REVISION DATES

Drafted in the Summer of 2026: First full draft: July 8, 2026 | Last update: August 14, 2026

II. Service Profile

Consultations

Scheduled consultations are the CFW’s primary direct-service activity.

The CFW provided **4,323 consultations** over the two-year period, serving **579 clients in FY25** and **625 in FY26**, and recording **5,445 occupied consultation hours**. Client counts are unique within each fiscal year but are not deduplicated across fiscal years. The annual pattern was steady across both years, with FY26 showing increases in consultations and annual clients served (see Figure 1). Across disciplines, consultations supported a range of writing needs, including course assignments, research writing, grant and fellowship applications, writing for publication, and professional materials such as application documents, personal statements, and career-facing communication.

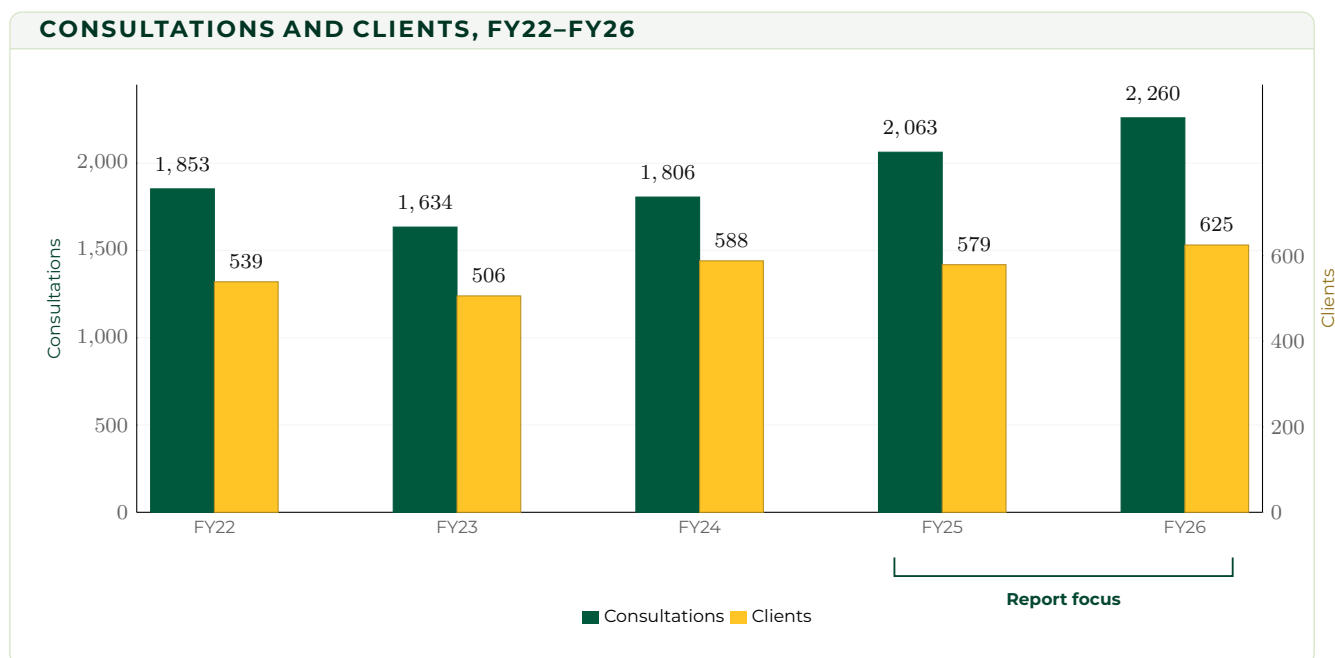


Figure 1: Completed consultations and clients by fiscal year, FY22–FY26. Consultations use the left axis; clients use the right axis.

CONSULTATIONS AS COLLABORATIVE WRITING DEVELOPMENT

Each consultation is typically scheduled for an hour and centers on a sustained conversation about the writing project the client is working on. Consultants prioritize listening, careful reading, discussion, and decision-making, where consultants offer writers options to consider rather than “fixing” text for them. The issues addressed most often involve helping students understand genres, rhetorical situations, assignment expectations, organization, argument, evidence, revision priorities, and next steps in the writing process. Although the CFW serves many multilingual students, especially at the graduate level, consultant session reports (see Figure 2) suggest that writers primarily come for help with genre expectations, navigating feedback, process, and project development rather than sentence-level language correction. Technical issues also appear regularly, but they are primarily connected to document formatting, citation systems, templates, and publication requirements rather than grammar correction.

COMMON ISSUE THEMES ADDRESSED IN CONSULTATIONS

Share of consultations mentioning each theme; themes are not mutually exclusive, as multiple issues may be addressed during each session.

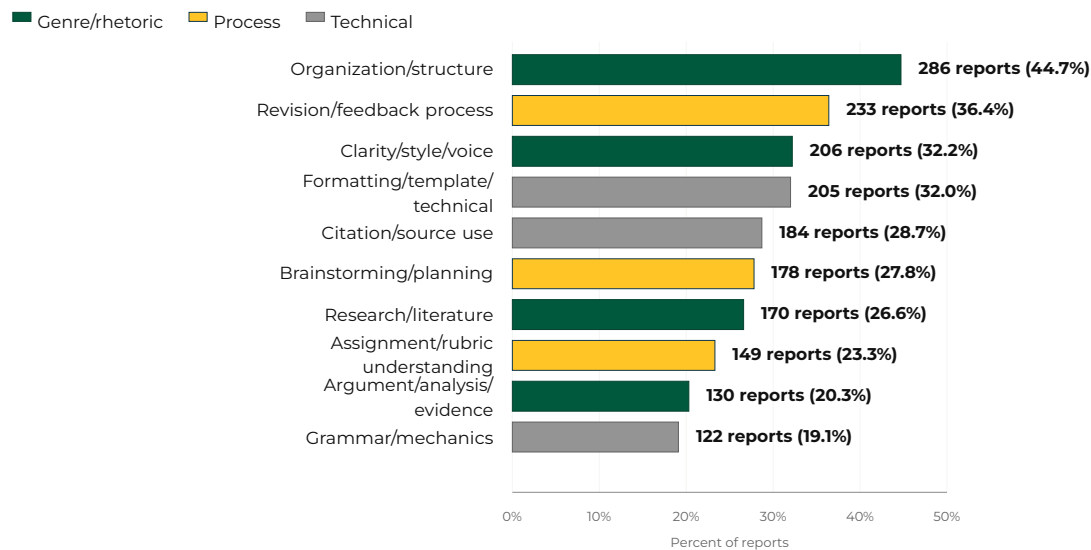


Figure 2: Common issue themes addressed in consultations

CLIENT PROFILE AND STUDENT ENGAGEMENT

Unique clients served through scheduled consultations increased from 579 in FY25 to 625 in FY26, while completed consultations rose from 2,063 to 2,260. Graduate students remained the largest client group and accounted for the largest share of consultations, with graduate use growing from 319 to 364 unique clients and from 1,436 to 1,686 consultations. Undergraduate use remained substantial but declined slightly, from 237 to 231 unique clients and from 510 to 467 consultations. Across all client groups, the median client used the service twice, though graduate students returned more often on average, with a mean of about 4.6 consultations per client compared with about two consultations per undergraduate client.

Enrollment-based engagement rates (see Table 1) show that CFW consultations are more concentrated among graduate students than undergraduates: graduate engagement increased from 16.0% in FY25 to 18.6% in FY26, while undergraduate engagement moved from 2.7% to 2.6%. Same-day appointments also increased over the period, from 9.9% of appointments in FY22 to 20.3% in FY26. Remote appointments remained a substantial share of consultation activity, ranging from about two-fifths in FY25 to about one-third in FY26 (see Figure 3). CFW engagement continues to be strongly (and increasingly) graduate-facing, not only because graduate students return more often, but because the center is reaching a larger share of the enrolled graduate population.

IN-PERSON AND ONLINE CONSULTATIONS, FY25–FY26

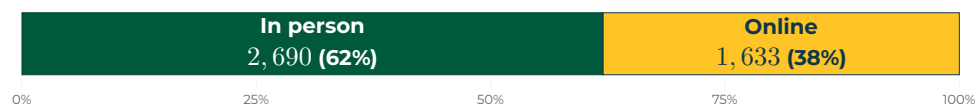


Figure 3: In-person and online consultations during FY25–FY26.

Consultations for students came from a broad range of colleges and disciplines (see Figure 4), showing that

Table 1: CFW consultation activity and student engagement, FY25–FY26

OVERALL ACTIVITY			
Metric	FY2025	FY2026	FY2025–FY2026 total
Consultations	2,063	2,260	4,323
Annual clients	579	625	Not deduplicated
Occupied hours	2,705	2,740	5,445
Mean consultations per client	3.6	3.6	Not additive
Median consultations per client	2	2	Not additive
Same-day consultations	371	459	830
CLIENTS BY STATUS			
Metric	FY2025	FY2026	FY2025–FY2026 total
Graduate-student clients	319	364	Not deduplicated
Undergraduate clients	237	231	Not deduplicated
Faculty/staff clients	18	20	Not deduplicated
Other/uncoded clients	5	10	Not deduplicated
CONSULTATIONS BY STATUS			
Metric	FY2025	FY2026	FY2025–FY2026 total
Graduate-student consultations	1,436	1,686	3,122
Undergraduate consultations	510	467	977
Faculty/staff consultations	109	97	206
Other/uncoded consultations	8	10	18
MODALITY			
Metric	FY2025	FY2026	FY2025–FY2026 total
Face-to-face consultations	1,226	1,464	2,690
Online/eTutoring consultations	837	796	1,633
STUDENT ENGAGEMENT			
Metric	FY2025	FY2026	FY2025–FY2026 total
Graduate-student engagement rate	16.0%	18.6%	Not additive
Undergraduate engagement rate	2.7%	2.6%	Not additive

Note. Client counts are unique within each fiscal year but are not deduplicated across fiscal years. Rows marked *Not additive* are medians or rates where a two-year total is not meaningful. Engagement rate is calculated as annual student consultation clients divided by fall enrollment within student level. Engagement rates do not include workshops, bootcamps, outreach, writing groups, or faculty/staff use. Modality rows are used descriptively.

scheduled consultations served writers across the university rather than a single academic area. This pattern is broadly consistent with college size, especially the large share from Arts and Sciences. Engineering use increased after engineering-focused consulting capacity was added in Fall 2025. Fluctuations in the proportional representation of colleges often reflect faculty and peer referrals rather than strategic outreach alone. Business remained comparatively underrepresented.

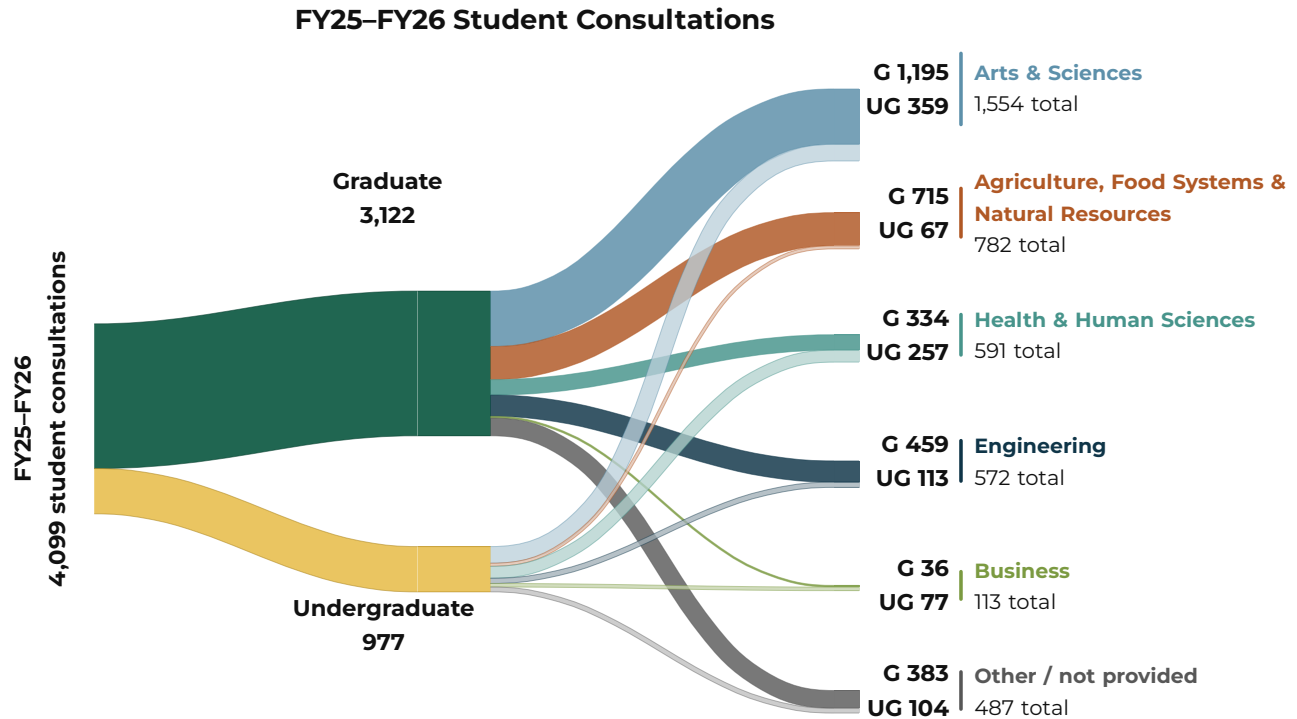


Figure 4: FY25–FY26 student consultations flowing from fiscal-year total to student level and college or affiliation

Writing Groups

Writing Groups provide sustained structure, accountability, and belonging when writers are working on long-term writing projects.

Writing Groups at the Center for Writers are openly offered, consultant-facilitated communities that give writers recurring time, structure and accountability for sustained writing projects. We offer them because many writers need support that extends beyond a single consultation: a consistent setting for setting goals, building momentum, reducing isolation and normalizing writing as a social, iterative practice. Within the CFW's service profile, Writing Groups complement one-to-one consultations by emphasizing persistence, process and community. Pedagogically, they reflect our commitment to writer-centered, low-stakes support that helps writers develop habits, confidence and a sense of belonging over time.

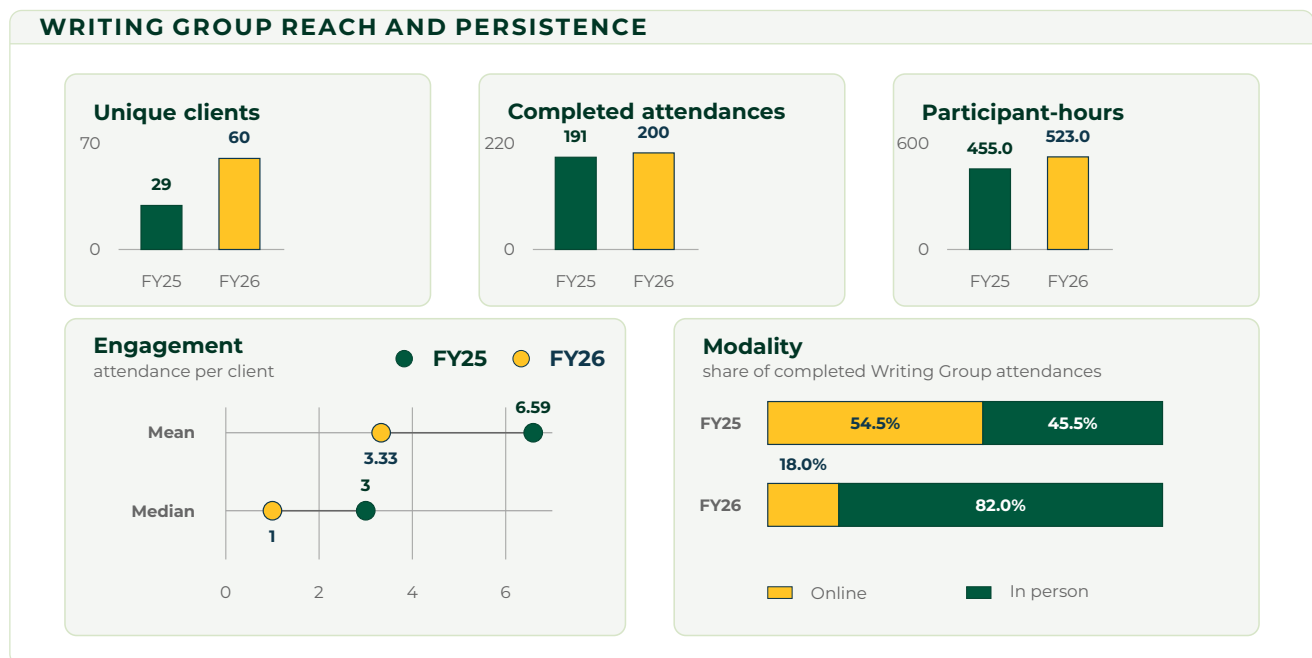


Figure 5: Writing Groups served more unique clients and shifted strongly toward in-person participation in FY26. Participation was not broadly persistent for most clients, but a small core group used the structure repeatedly and intensively.

In FY25–FY26, the CFW offered about 250 distinct Writing Group sessions and recorded about 400 completed attendances, with each attendance representing one person attending one Writing Group session. The groups served about 80 clients, deduplicated across the biennium, and generated nearly 1,000 occupied participant-hours. As Figure 5 shows, participation broadened in FY26: the number of clients roughly doubled, occupied participant-hours increased, and the format shifted from majority online to mostly in person. At the same time, persistence was uneven rather than broadly distributed. Across the combined biennium, the median client attended once, although annual medians differed: three attendances in FY25 and one in FY26. About 18 clients, or a little under one-quarter of participating clients, accounted for roughly four-fifths of Writing Group attendances and occupied participant-hours.

Workshops and Programming

Workshops provide shared, practice-based spaces where NDSU writers build transferable strategies, confidence, and community around research writing.

Unlike individual consultations, which respond to a writer's immediate project, workshops are group-based, practice-centered sessions that address recurring writing needs across courses, disciplines, degree stages, and professional contexts. They give writers structured opportunities to learn with peers, practice strategies, and develop common language for discussing writing. CFW workshops support research and professional genres such as IMRAD-style articles and reports, grants and fellowships, literature reviews, posters, presentations, and disquisition writing. They also address foundational writing practices such as source use, organization, argument, revision, and language use. Workshops are designed for multidisciplinary audiences but can also be tailored to specific programs, graduate cohorts, departments, or writing contexts.

The workshop pedagogy treats writing as a recursive, social, and learnable practice rather than a fixed product or a set of rules. Sessions are interactive and practice-based: participants analyze models, discuss expectations, apply strategies to their own drafts or projects, and leave with concrete next steps. The emphasis is on rhetorical awareness, genre knowledge, audience, purpose, revision, and writerly decision-making, so students learn not only what they might change in a piece of writing but why those choices matter within a discipline. For graduate writers in particular, workshops help make complex academic writing processes more visible, including movement across scholarly genres, reviewer and committee feedback, source-based synthesis, holistic revision, long-term project management, and the transition from coursework-based writing to professional scholarly communication.

Most workshops are planned and delivered as sustained series rather than isolated presentations. A series may begin with a broad introduction to a genre and its rhetorical purposes, then move through focused sessions on sections, structure, evidence, synthesis, source use, language, and revision. CFW professional staff and graduate consultants develop these series collaboratively, with small consultant teams assigned to identify learning goals, design materials and activities, and deliver sessions together. Figure 6 summarizes workshop activity by theme during FY25–FY26, showing concentrated engagement in IMRAD-style writing, grants and fellowships, and literature reviews, with smaller but targeted participation in posters, 3-Minute Thesis, and disquisition formatting. This pattern suggests sustained demand for support with high-stakes graduate and research-writing genres, while also showing how workshops function as one point in a broader support ecosystem that includes consultations, bootcamps, writing groups, and follow-up support.

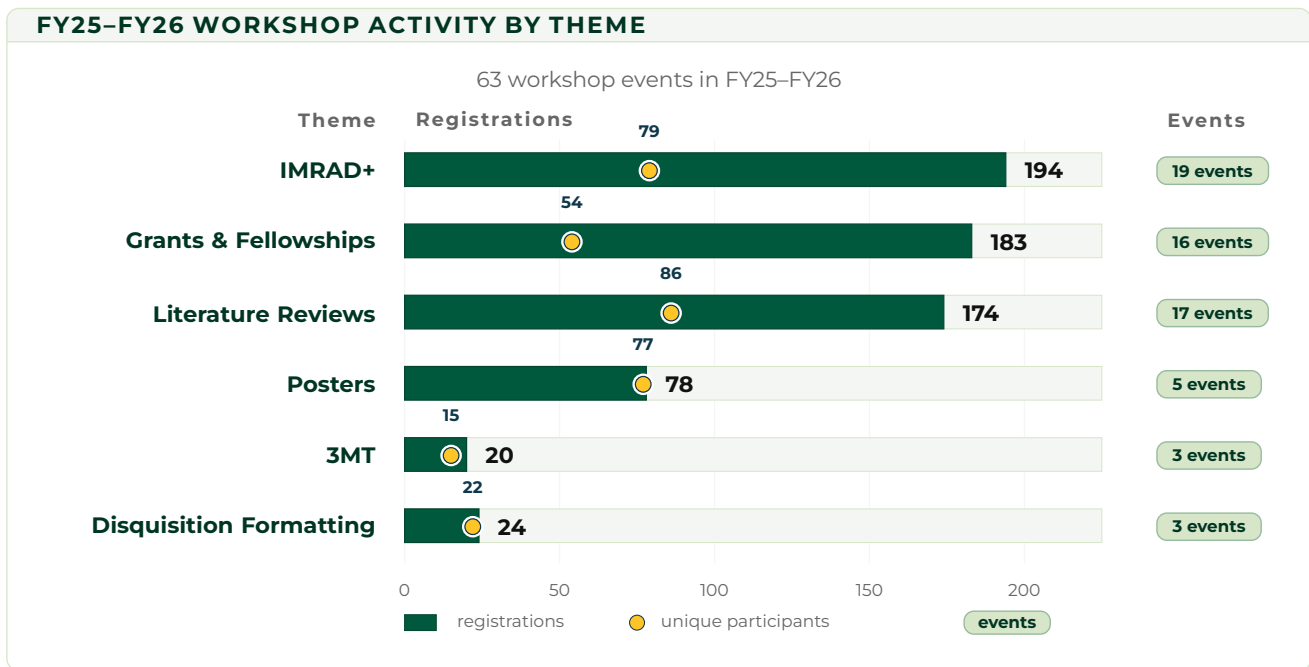


Figure 6: Workshop registrations, unique participants, and event counts by theme, FY25–FY26

Bootcamps

Disquisition Bootcamps help students advance major academic projects with intensive, community-oriented, writing-consultant-facilitated, multi-day events.

Bootcamps are an intensive form of writing support: structured, community-based programs that help students make meaningful progress on major academic writing projects while also learning how to sustain that progress after the event ends. The aim is not simply to create uninterrupted time to write, though that is a key benefit. Bootcamps are designed to help students clarify what they are trying to accomplish, understand where they are in the writing process, identify the conditions that help or hinder their productivity, and translate large, often overwhelming projects into manageable goals, tasks, and next steps.

Bootcamps are designed with a blend of protected writing time, consultant-led small-group support, individual consultations, optional workshops, daily goal setting, and structured reflection. Students begin and end their work with planning and reflection, use concrete writing goals to focus their time, and have access to consultants who help them think through structure, argument, organization, formatting, feedback, motivation, and accountability. Bootcamps create a social and scholarly environment in which students can write alongside peers who are facing similar challenges, reducing the isolation that often accompanies thesis, dissertation, and other long-form academic writing.

Students gain a clearer sense of their projects, a more realistic plan for continuing their work, strategies for managing their writing process, and connections to ongoing support through consultations, writing groups, and accountability structures. This kind of advanced academic writing is both an intellectual and a professional milestone: it affects degree completion, scholarly identity, confidence, and students' ability to share their research with the audiences who need it. By combining productivity, reflection, community, and follow-through, bootcamps help students move from “getting writing done” toward becoming more capable and self-aware writers.

Across FY2025 and FY2026, Disquisition Bootcamps served a broad cross-section of graduate writers, with

participation from students in all colleges except Business and especially strong representation from Agriculture and Arts and Sciences. Participants included both master's and doctoral students. During this period, the center shifted Bootcamp from the three-day format used for the 2025 cohorts to a two-day format for the 2026 cohorts, part of a broader transition toward shorter, more frequent offerings that includes adding an August camp. This revised structure expands the points in the year when students can access support and moves the program beyond a sole focus on intensive writing days by building in more follow-up, accountability, and continued engagement after the event itself. Figure 7 shows the Bootcamp participant profile by degree level, college, and disquisition type, illustrating participation across master's and doctoral students.

Disquisition Bootcamp Participation

By Degree Level, College, and Disquisition Type

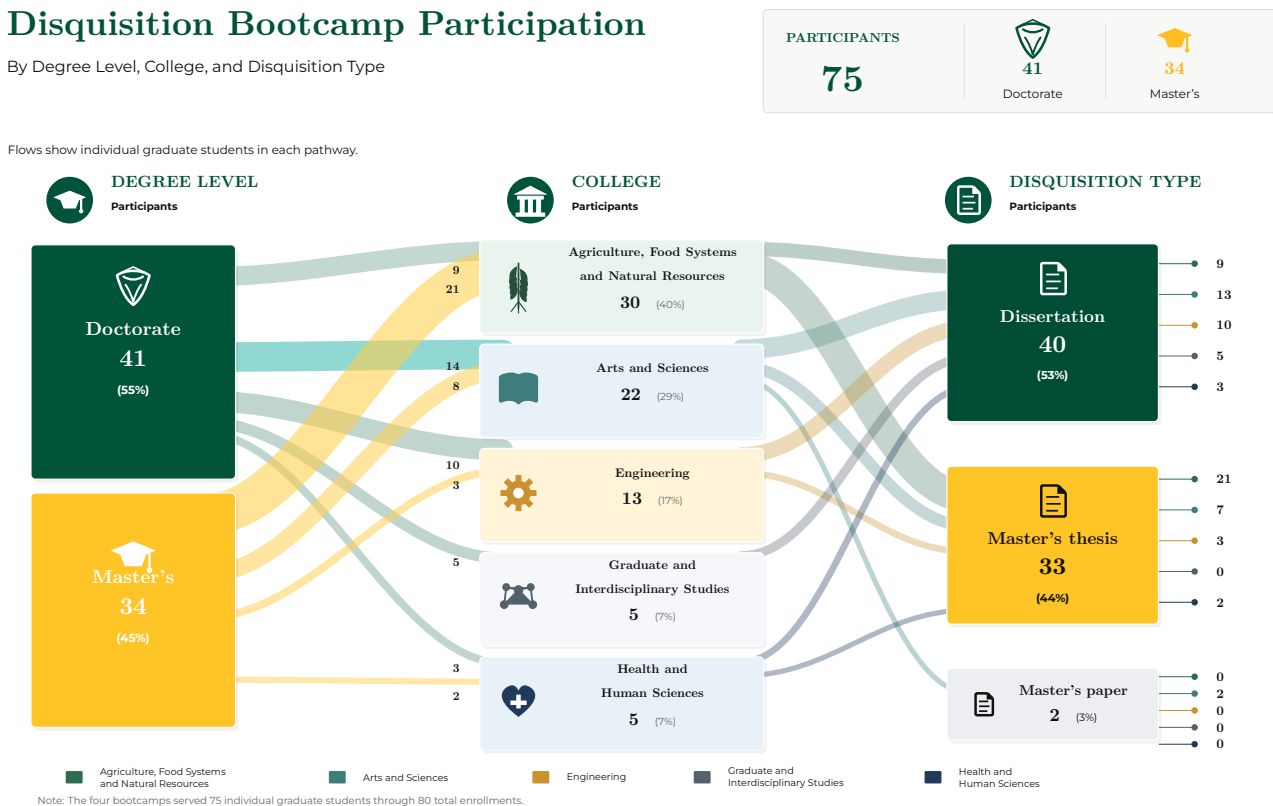


Figure 7: Disquisition Bootcamp Participation by Degree Level, College, and Disquisition Type. Flows show individual graduate students by degree level, college, and disquisition type. The four bootcamps served 75 individual graduate students through 80 total enrollments.

Disquisition Support

Disquisition support helps graduate students prepare dissertations, theses, and master's papers as professional scholarly documents that meet NDSU standards for formatting, accessibility, and publication.

NEW ROLE FOR THE CFW

During FY25–FY26, the CFW assumed the Dissertation and Thesis Coordinator role and became directly responsible for disquisition processing and publication support. This change positioned the center at the intersection of graduate writing, degree completion, formatting, accessibility, publication standards, and institutional workflow.

FROM COMPLIANCE TO PROFESSIONAL DEVELOPMENT

NDSU maintains a tradition of high-quality graduate research, and dissertations, theses, and master's papers must meet institutional standards for formatting, accessibility, final submission, and publication. When disquisition processing was housed in the Graduate School, the review process was often experienced as end-stage degree compliance and was not structured to provide the sustained support graduate writers needed. Beginning in FY24, the disquisition processor role was relocated to the Center for Writers, where disquisition processing could be reframed as professional development rather than only compliance review. In this model, students learn by doing: they prepare professional scholarly documents while receiving the resources, consultations, and technical guidance available in a writing-support environment. This framing brings together the two central responsibilities of the role: helping students move toward graduation and helping them prepare documents that meet professional standards for scholarly publication. As part of the CFW, the Coordinator sees firsthand the technical and procedural issues students encounter, while consultants develop technical skills and a broader understanding of scholarly publication. This proximity allows recurring problems to be addressed not only during consultations but also through the support infrastructure, including templates, web-based guides, training materials, and clearer instructions for future writers.

AN EMERGING INSTITUTIONAL RESPONSIBILITY

Dissertations, theses, and master's papers are public scholarly documents that represent NDSU's standards for graduate education and research. For that reason, disquisition support is an institutional responsibility. Learning to meet publication standards and disciplinary document conventions is an important part of graduate-student professionalization because it prepares students to move their research from a degree requirement into a public, accessible scholarly contribution. Supporting students requires helping them understand how scholarly publication works, how institutional standards shape final documents, and how technical decisions affect readers.

Because the CFW supports writers through process-based, developmental, and reader-centered approaches, it brings the same approach to this institutional responsibility. For many graduate students, the disquisition is both their largest writing project and their first major professional scholarly document. Students often need help managing long documents, applying feedback, organizing chapters, using templates, preparing final PDFs, and understanding how formatting choices affect accessibility and publication. Housing the Dissertation and Thesis Coordinator role at the CFW makes it easier to connect these needs to consultations, workshops, web-based resources, templates, and continuing support.

Digital accessibility has become a more explicit part of scholarly publication, adding another layer of complexity to disquisition preparation. Because many students encounter final review near the end of their final semester,

accessibility problems in PDFs, templates, figures, tables, headings, and document structure can become difficult to address under deadline pressure. The CFW's support model helps introduce these expectations earlier through consultations, guides, templates, workshops, and coordinator feedback. This makes accessibility part of scholarly publication preparation rather than a separate technical requirement added at the end.

Disquisition support also depends on coordination across campus. The Graduate School is central to institutional requirements for degree completion and publication. Advisors and departments shape disciplinary expectations, timelines, and student preparation before final submission. Technical and accessibility partners, including the Instructional Design Center, help clarify document-production standards and accessibility practices. The CFW's role is to connect these parts of the process so graduate writers receive direct support while the institution maintains clear and consistent publication standards. Figure 8 maps the disquisition workflow, showing how student preparation, CFW writing and formatting support, ProQuest submission, processor review, revision, and final completion connect across the publication process.

STUDENT SUPPORT

Disquisition support depends on visible, usable resources and on students encountering the review process before they submit their disquisition to the Graduate School. The CFW has developed a support infrastructure that includes web-based guides, a disquisition knowledge base, Word templates, emerging $\LaTeX$ templates, class visits, workshops, and one-on-one consultations. These resources make disquisition requirements more transparent and usable, but they also require ongoing maintenance and technical skill. Templates must reflect current institutional standards, accessibility expectations, and common authoring practices; guides must explain requirements in language students can apply; and both Word and $\LaTeX$ resources must be tested, revised, and updated as recurring issues appear in student documents. Thus, disquisition support is not limited to end-stage document review as it also involves maintaining the systems students use to prepare, revise, and publish their work.

Consultant training is a central part of this support model. Graduate consultants develop technical knowledge of disquisition formatting, especially in Microsoft Word, including styles, headings, tables of contents, captions, front matter, document structure, and common formatting problems. This training gives students more points of access to help and allows consultations to frame formatting work as part of scholarly publication rather than as a narrow technical task. It also expands consultant professional development by giving them experience with document preparation, institutional standards, accessibility concerns, and graduate-level publication expectations.

The CFW has built this capacity through a collaborative ecosystem of support among graduate consultants, the Dissertation and Thesis Coordinator, the Graduate School, and campus partners with technical or accessibility expertise. Within this ecosystem, problems that arise in consultations and coordinator reviews become shared knowledge. Consultants help students address immediate formatting and document-production issues; the coordinator identifies recurring patterns across student documents; and those patterns are used to improve templates, web-based guides, training materials, and public-facing instructions. This cooperative model distributes expertise across the CFW while maintaining the coordinator's responsibility for review standards, technical problem-solving, and user-facing knowledge bases. Sustaining this level of support requires dedicated time for consultant training, template maintenance, resource development, documentation, and ongoing coordination across the units involved in disquisition publication.

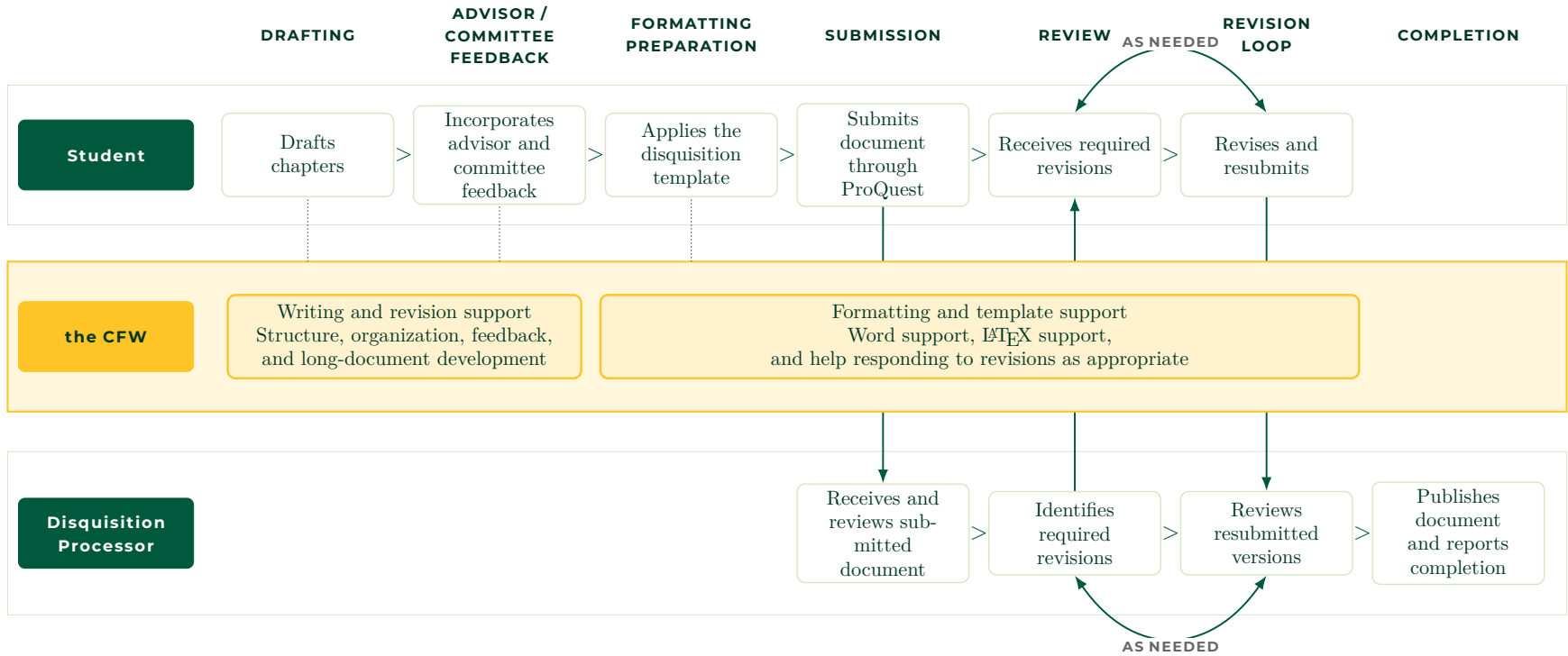


Figure 8: Disquisition Workflow: Student Preparation, CFW Support, and Publication Review. The workflow shows how students move from drafting and advisor feedback through template preparation, ProQuest submission, revision, and publication. The CFW provides writing and revision support early in the process and formatting/template support through submission and revision, while the Disquisition Processor reviews submitted documents, manages required revisions, and reports completion to the Graduate School.

GRADUATE STUDENT OUTCOMES

Disquisition review became a larger and increasingly doctoral-focused part of CFW’s graduate degree-completion work during FY25–FY26. Across the biennium, 560 disquisitions reached final acceptance. FY26 accounted for 298, a 14% increase over FY25 and the highest annual total since FY20. That increase was driven primarily by dissertations, which rose from 125 to 154, the highest level in the eleven-year series and more than half of all FY26 acceptances. Theses remained essentially level at 124, while master’s papers rose from 12 to 20. Overall, this marks a shift toward more doctoral completions rather than uniform growth across document types (Figure 9).

HISTORICAL ACCEPTED DISQUISITIONS BY TYPE, FY16–FY26

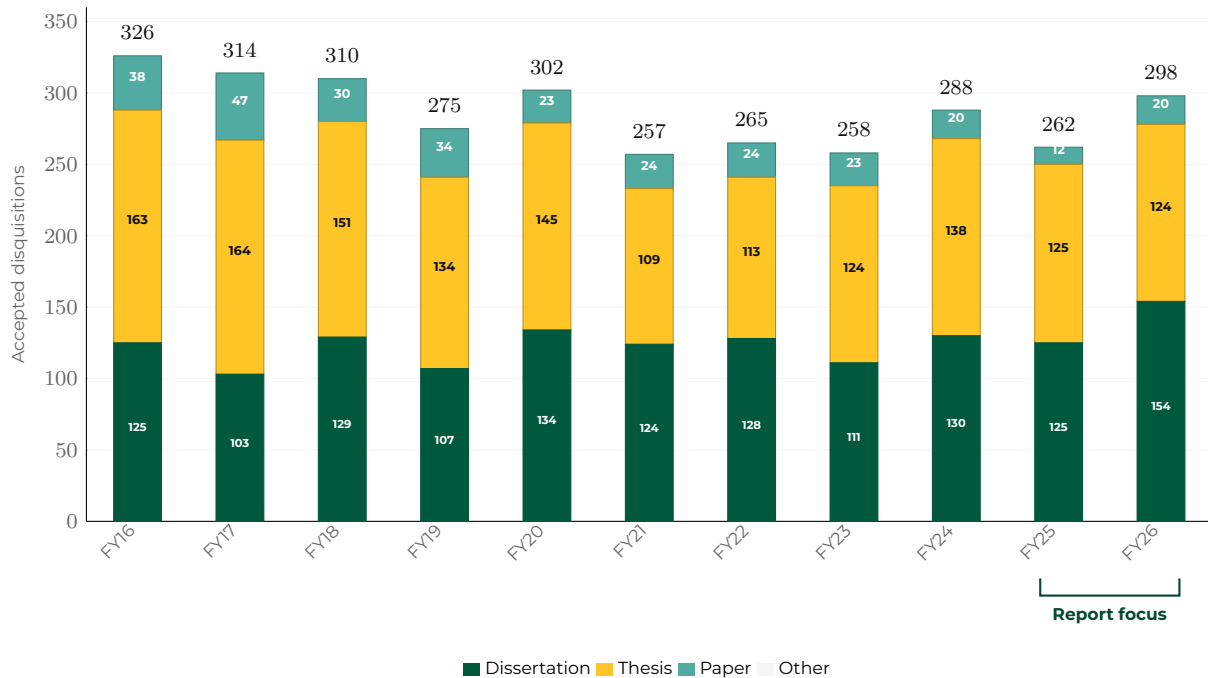


Figure 9: Accepted disquisition completions by document type from FY16 through FY26, with FY25–FY26 marked as the report focus.

The college analysis places this work across the university, although demand was concentrated in several large graduate-serving colleges. Agriculture, Food Systems and Natural Resources, Engineering, and Arts and Sciences accounted for 503 of the 612 records in that analysis, or 82%. Their document profiles differed substantially: Agriculture, Food Systems and Natural Resources was strongly thesis-oriented; Engineering was nearly balanced between theses and dissertations; and Arts and Sciences and Health and Human Sciences were more dissertation-oriented. CFW therefore supports a common degree-completion process across programs with different document mixes and disciplinary contexts. That breadth requires consistent university standards together with guidance adaptable to varied disciplinary publication expectations (Figure 10).

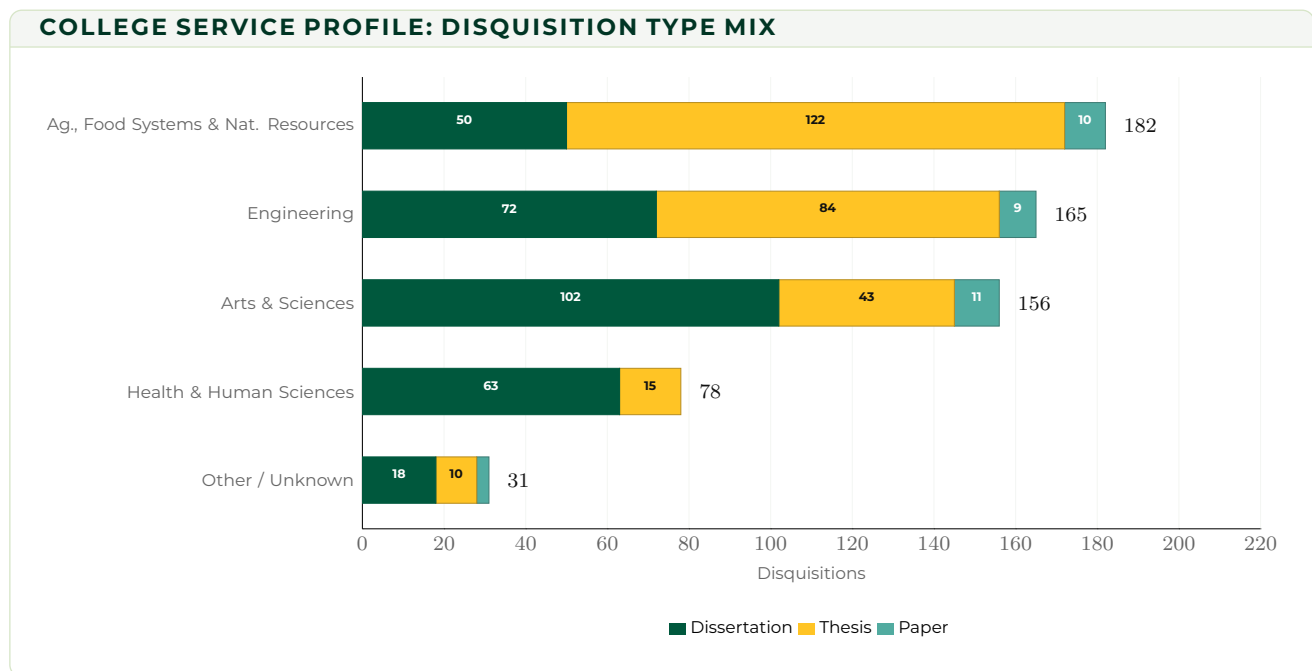


Figure 10: Disquisition records by college and document type for the current analysis. Other and Unknown are combined because the archive does not provide an authoritative program-to-college lookup for every record.

The student's path from first submission to acceptance often occupied much of the final month of a given semester (Figure 11). Most (492 of 577 cases or 85%) disquisitions were accepted in the term of first submission, while almost all others finished in the following term. Thus, 97% were complete by the end of the next term. Among students who completed within the initial term, the typical first submission came four weeks before term end, required two revisions, with the full journey to acceptance lasting 13–27 days. Same-term completion requires a few weeks for sustained review and revision rather than being a last-minute administrative step.

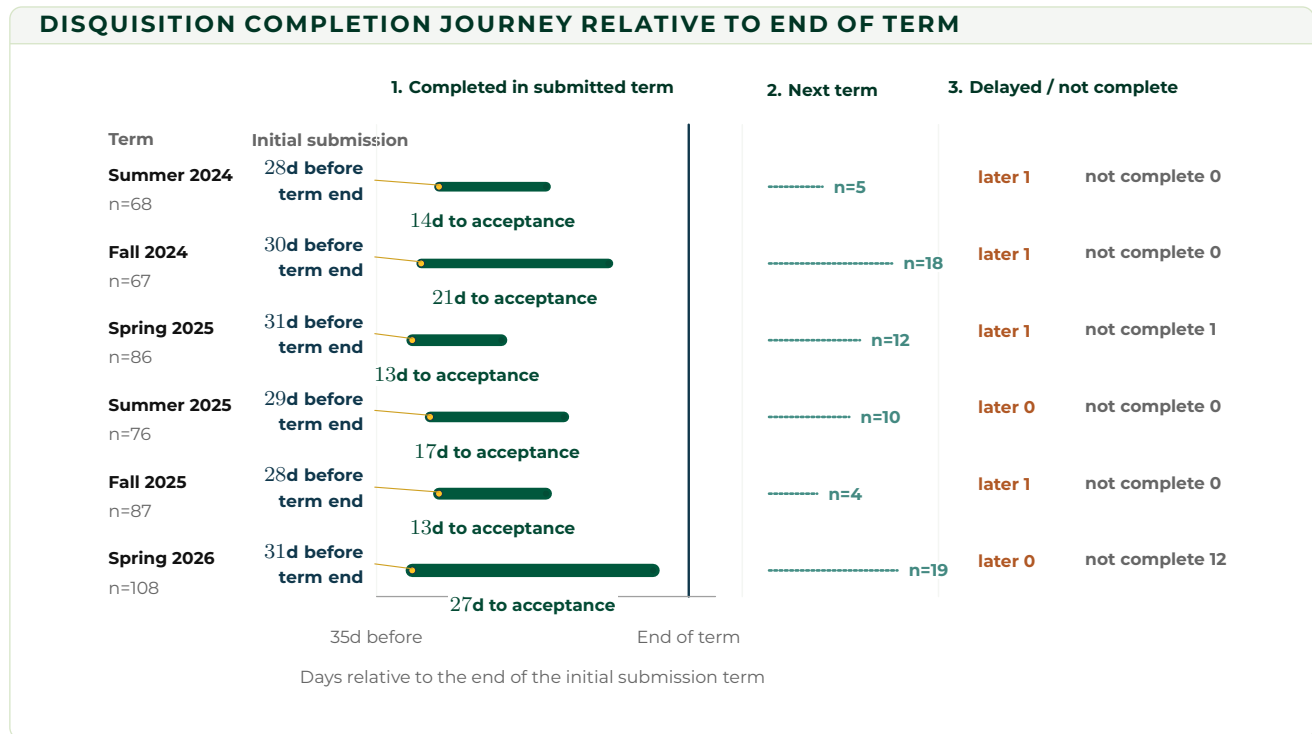


Figure 11: Disquisition completion paths by initial submission term, showing same-term, next-term, and delayed outcomes.

Across the six semesters, an accepted disquisition typically went through about three reviews, requiring 1.75–2.0 hours of total reviewer time per disquisition (Figure 12). With the implementation of new digital accessibility standards, Spring 2026 was the clearest pressure point with an increase in review hours and a slower turnaround (though reviews were still returned within a working week).

Students surveyed after completing the process in Spring 2026 generally described the disquisition publication process as supportive and useful, especially when feedback was paired with examples, templates, videos, or direct assistance from the Center for Writers. At the same time, survey comments show that students needed clearer “must-fix” guidance, more concrete examples in reviewer feedback, and stronger support for accessibility, platform-specific formatting, and complex document structures.

DISQUISITION REVIEW PROCESSING

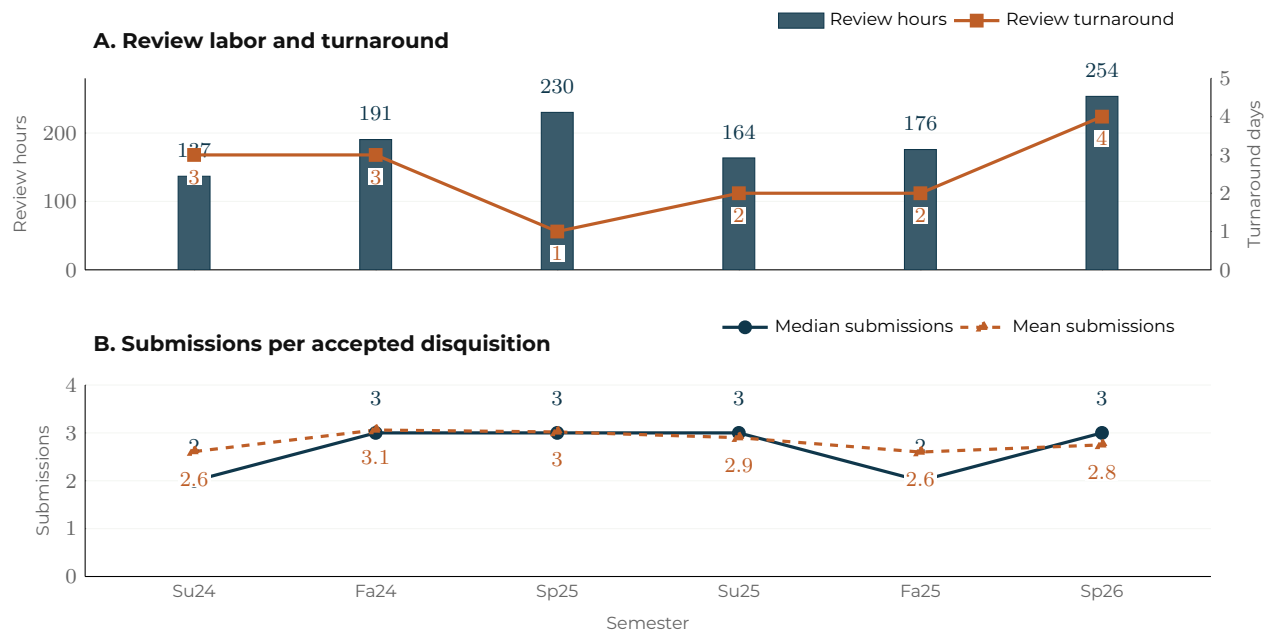


Figure 12: Semester-level recorded review hours, median review turnaround, and submissions per accepted disquisition for FY25–FY26.

Outreach and Invited Class Instruction

Invited class sessions extend CFW writing support into disciplinary classrooms.

INVITED CLASS INSTRUCTION

INVITED CLASS SESSIONS IN FY25

16

INVITED CLASS SESSIONS

Writing support inside courses.

12 faculty

FACULTY PARTNERS

Across 7 departments.

295

STUDENTS REACHED

Linked to active coursework.

FY25 is presented here as a representative sample year rather than as a two-year total or year-over-year comparison; FY26 would be comparable.

Invited class sessions show how Center for Writers supports writing instruction beyond one-on-one consultations by partnering with faculty inside their own courses. Faculty typically invite the CFW when students are working on a specific writing task, assignment, or professional communication challenge. Rather than offering a generic presentation, CFW professional staff collaborates with faculty and works from the context of the course: the discipline, the assignment, the instructor's goals, and the kinds of writing expectations students are being asked to meet. In FY25, invited class sessions addressed discipline-specific academic, professional, and research-based writing tasks, including literature reviews, introductions, grant communication, professional presentations, personal statements, thesis formatting, citation practices, revision strategies, paragraph organization, and audience awareness.

Class visits give faculty a way to bring focused writing expertise into a course without having to step outside their disciplinary role. In many cases, instructors use these visits to reinforce expectations they are already teaching, clarify assignment goals, or help students understand conventions that may be familiar to experts but less visible to developing writers. CFW staff can also provide handouts, slides, examples, and writing-process language that faculty may continue using after the visit. When faculty invite the CFW repeatedly, the collaboration can become more tailored over time as the CFW learns the course, the assignment sequence, and the writing challenges students regularly encounter.

The value of these class visits is therefore not only the delivery of writing strategies, but also the opportunity to make disciplinary writing expectations more explicit and discussable. Because the sessions take place inside students' courses, writing instruction can be connected directly to course assignments, faculty expectations, and professional communication practices in the discipline. These visits often create space for faculty and students to talk together about audience, genre, revision, evidence, organization, and the relationship between writing and disciplinary thinking. In this way, invited class sessions extend the CFW's reach while supporting both students' development as academic and professional writers and faculty members' efforts to teach writing within their fields.

OUTREACH

Beyond invited class sessions, the CFW maintains a broader outreach presence designed to help students understand what the CFW offers and how to use its services. CFW student staff visit classes to introduce the center, explain what happens during a writing consultation, and show students how to schedule and prepare for appointments. The center also participates in resource fairs for incoming and continuing students and staffs contact tables in the Memorial Union to make writing support visible in high-traffic campus spaces. In some courses, faculty coordinate with the CFW so students can receive course credit or meet a requirement for using writing center services, with the CFW documenting visits as appropriate.

In addition to peer outreach, information was shared through multiple digital channels to broaden awareness and ensure students had repeated opportunities to access key details. Social media was used to highlight events, provide client testimonials, and celebrate accomplishments. The website served as a central location for more complete information, allowing students to review program details, updates, and next steps at their convenience. Messages through myNDSU further supported outreach by placing information in a platform students regularly use for campus updates and official communication.

Public-facing stories were also part of the CFW's outreach. A Graduate Bison Connect story brought CFW services into the Graduate School's direct communication with graduate students, while two Spectrum pieces extended the center's visibility across the broader student body. "Utilizing NDSU's Center for Writers" introduced the CFW as a no-cost resource for students across majors and highlighted appointments, writing groups, group-project support, and consultant perspectives on working with writers at any stage of the process. Pinki Rani Das's "The Center for Writers Changed My Life" offered a more personal account of outreach becoming access. These stories provide explanations of CFW services to help students understand writing support as normal, developmental, and available before writing challenges become isolating.

III. People and Contributions

Professional Staff

The staffing and operational milestones that shaped the Center for Writers' work during FY25–FY26 were: May 28, 2024, Dissertation and Thesis Coordinator joins CFW; August 2024, undergraduate wages increased and hours reduced; January 1, 2025, permanent Director begins; August 2025, Engineering GTA re-established; April 2026, accessibility requirements implemented; and May 29, 2026, Senior Writing Consultant retires. Figure 13 provides a visual timeline of these milestones.

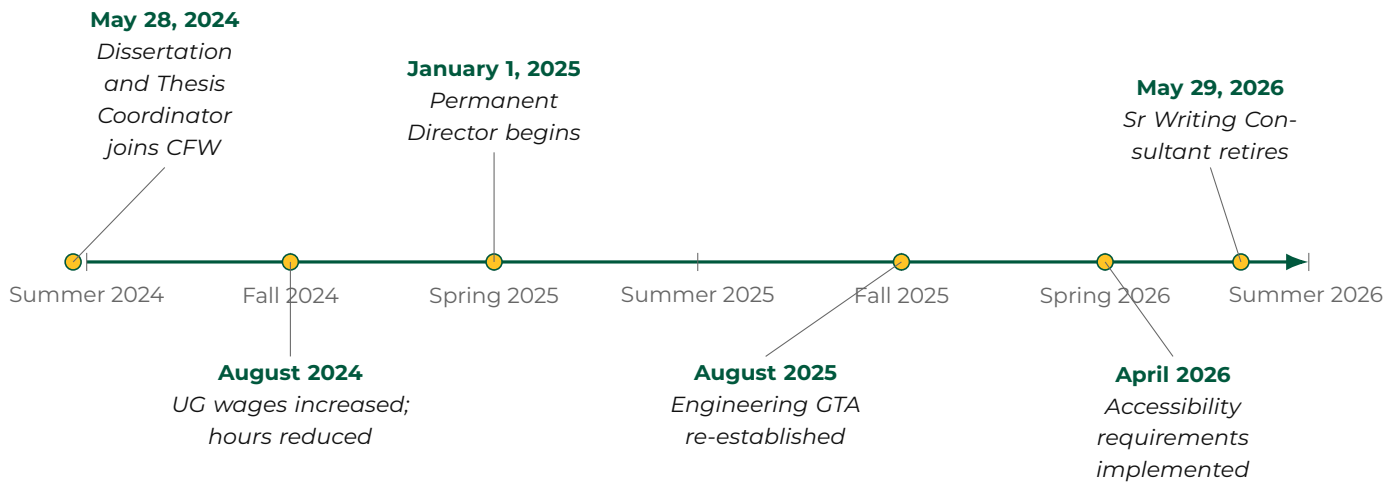


Figure 13: FY25–FY26 CFW staffing milestones.

PROFESSIONAL STAFFING AND STRUCTURAL CHANGES

During FY25–FY26, the Center for Writers made several internal staffing adjustments that shaped how the center organized its work. These included redistributing responsibilities after Mary Pull's retirement in 2024, bringing Drew Taylor into the CFW as Dissertation and Thesis Coordinator, confirming Stephen Disrud in the permanent director role, re-establishing an engineering consultant position, hiring an accessibility consultant for one semester to support emerging technical needs, and increasing undergraduate student hourly pay. In August 2024, undergraduate consultant pay increased from \$12 to \$15 per hour while the total undergraduate staffing hours available were reduced. Together, these changes affected the center's professional staffing, leadership structure, and distribution of specialized work. The CFW employed 23 students, including both undergraduates and graduate students, over this period.

Mary Pull's work had been critical to the CFW's daily functioning, especially in undergraduate consultant supervision, mentoring, training, and day-to-day operations. After her retirement, the CFW redistributed those responsibilities across the remaining professional staff. The Director took on more operational and supervisory responsibility in partnership with the Senior Writing Consultant, who helped with consultant mentoring, instructional support, faculty-facing work, and daily operations.

The addition of the Dissertation and Thesis Coordinator expanded the CFW's professional staff and brought a new range of responsibilities and obligations. The role placed the CFW in a more direct position of responsibility for disquisition processing, publication support, technical formatting guidance, accessibility-related document preparation, and coordination with Graduate School workflows.

PROFESSIONAL STAFF



Stephen Disrud

DIRECTOR

Ph.D. in Rhetoric, Theory and Culture

PRIMARY RESPONSIBILITIES

Center leadership and administration; consultant supervision; programming; assessment, reporting, and strategic planning; campus writing partnerships.



Drew Taylor

DISSERTATION AND THESIS COORDINATOR

M.S. in Electrical and Computer Engineering

PRIMARY RESPONSIBILITIES

Disquisition processing and publication; formatting and accessibility guidance; template and resource development; disquisition partnerships.



Kristina Caton

SENIOR WRITING CONSULTANT

M.A. in English

PRIMARY RESPONSIBILITIES

Advanced consultations; consultant mentoring and instructional support; faculty outreach and invited class instruction.

Student Consultants

The CFW is both a writing support service and a professional-development workplace for students.

Student consultants are central to the Center for Writers service model and to its role as a site of student professional development. During FY25–FY26, the CFW employed 23 students, including both undergraduate and graduate consultants. These positions provide direct writing support to NDSU writers, but they are also supervised learning roles. In consultations, student consultants practice close reading, active listening, question-asking, explanation, revision planning, and real-time response to writers working across courses, disciplines, degree stages, and genres. They learn to help writers make decisions about audience, purpose, organization, evidence, source use, citation, formatting, genre expectations, and writing process. Undergraduate consultants gain experience in peer mentoring, communication, workplace responsibility, and collaborative problem solving. Graduate consultants bring disciplinary and graduate-writing experience to the work while also developing as teachers, facilitators, research communicators, and mentors.

Student consultants also contribute to CFW programming beyond individual appointments. Graduate consultants help develop and deliver workshop series, often working in small teams with professional staff to define learning goals, design activities, prepare materials, and teach sessions. This work gives consultants experience with instructional design, public speaking, collaborative teaching, audience awareness, and program planning. Consultants also support Disquisition Bootcamps through facilitation of small-group work, individual consultations, goal setting, reflection, and accountability structures. In these settings, they learn to support writers managing long projects, complex feedback, deadlines, motivation, and uncertainty. Because the CFW serves writers from across the university, consultants regularly work outside their own fields; this gives them repeated practice in cross-disciplinary communication and in helping writers navigate disciplinary expectations without replacing faculty expertise.

The professional development of student workers requires staffing, supervision, and continuity. After Mary Pull's retirement, responsibilities for undergraduate consultant supervision, mentoring, training, and routine operations were redistributed across the remaining professional staff, with the Director taking on more daily supervisory and mentoring work in partnership with the Senior Writing Consultant. The CFW also used targeted student roles to meet specific service needs and create specialized learning opportunities: the engineering consultant position supported technical and disciplinary writing contexts, and a one-semester accessibility consultant position supported emerging $\text{\LaTeX}$ and accessibility-related needs. Disquisition support also expanded consultant learning, especially for graduate consultants trained in Word styles, headings, tables of contents, captions, front matter, document structure, accessibility expectations, institutional standards, and publication workflows. Supporting the CFW therefore supports both the writers who use the center and the students who work in it, giving student employees sustained professional experience in teaching, communication, collaboration, documentation, and scholarly writing infrastructure.

GRADUATE CONSULTANTS



Arya Rogne

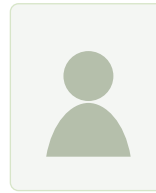
GRADUATE CONSULTANT

FIELD OF STUDY

M.A. in English

FY25–FY26 CONSULTATIONS

109



Fredrick Gaise

GRADUATE CONSULTANT

FIELD OF STUDY

M.A. in English

FY25–FY26 CONSULTATIONS

13



Isaac Mensah

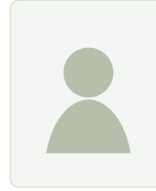
GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Organizational Learning and Leadership

FY25–FY26 CONSULTATIONS

674



Jenna Duttenhefner

GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Biological Sciences

NO CONSULTATION HOURS

Special project: Research and Mentoring Program (RaMP)



Jumana Hassan

GRADUATE CONSULTANT

FIELD OF STUDY

M.A. in English

FY25–FY26 CONSULTATIONS

23



Kaniz Tahera

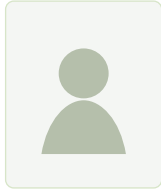
GRADUATE CONSULTANT

FIELD OF STUDY

M.A. in English

FY25–FY26 CONSULTATIONS

273



Md Mahmudul Haque

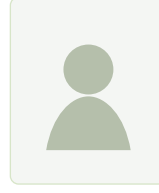
GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Education

FY25–FY26 CONSULTATIONS

19



Nazifa Tasnim

GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in English

NO CONSULTATION HOURS

Special-project intern



Nick Humphreys

GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Emergency Management

FY25–FY26 CONSULTATIONS

8



Pinki Rani Das

GRADUATE CONSULTANT

FIELD OF STUDY

M.A. in English

FY25–FY26 CONSULTATIONS

106



Rabeya Hamood

GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Computer Science

FY25–FY26 CONSULTATIONS

247



Shikha Phillips

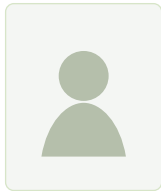
GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Health, Nutrition, and Exercise Sciences

FY25–FY26 CONSULTATIONS

363



Sri Lalitha Nuthulapati

GRADUATE CONSULTANT

FIELD OF STUDY

Ph.D. in Computer Science

NO CONSULTATION HOURS

Special project: L^AT_EX disquisition template development



Troy Reisenauer

GRADUATE CONSULTANT

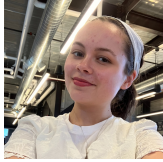
FIELD OF STUDY

Ph.D. in History

FY25–FY26 CONSULTATIONS

229

UNDERGRADUATE CONSULTANTS



Abbey Totenhagen

UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.A. in English

FY25–FY26 CONSULTATIONS

25



Audrey Beauchamp

UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.A. in English Education

FY25–FY26 CONSULTATIONS

75



Brooke Anderson

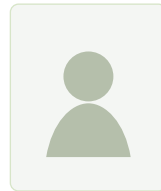
CHANDICE JOHNSON FELLOW

FIELD OF STUDY

B.A. in English Education

FY25–FY26 CONSULTATIONS

59



Kylee Hegel

UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.S. in Family Science

FY25–FY26 CONSULTATIONS

2



Laura Overbo

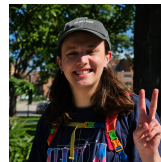
UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.A. in English

FY25–FY26 CONSULTATIONS

265



Sam Schotzko

UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.A. in English Education

FY25–FY26 CONSULTATIONS

131



Seskia Anderson

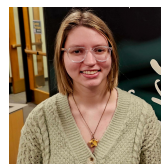
UNDERGRADUATE CONSULTANT

FIELD OF STUDY

B.A. in English

FY25–FY26 CONSULTATIONS

17



Tara Schneider

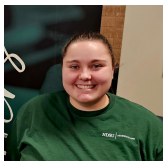
CHANDICE JOHNSON FELLOW

FIELD OF STUDY

B.A. in English

FY25–FY26 CONSULTATIONS

163



Taylor Severance

CHANDICE JOHNSON FELLOW

FIELD OF STUDY

B.S. in Chemistry

FY25–FY26 CONSULTATIONS

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Key Partners and Acknowledgments

CFW VIPS IN FY25&FY26

Mark Nawrot	YT Lee	Joel Hektner
Audra Hart	Jeanine Allmaras	Sean Burt
Bradley Benton	Lisa Arnold	Alison Graham Bertolini
Alan Kallmeyer	Scott Pryor	Molly McKinnon
Jolie Graybill	Linnae Weinrich	Shar Kurtz
Laura Oster-Aaland	Krystal Grieger	Ying Huang
Melissa Selders-Ortez	Rachel Meyer	Cassandra Pennings
Matthew Warner	Neely Benton	

The Center for Writers relies on many partners whose advocacy, coordination, and practical support strengthened its work during this biennium. Graduate deans played central roles in supporting the CFW through important periods of transition: Mark Nawrot maintained stability while leading the search and hire of a permanent director; YT Lee created opportunities to highlight CFW work across campus and beyond, partnered with the director to present at the Midwestern Association of Graduate Schools (MAGS), and secured support for L^AT_EX development; and Joel Hektner advocated for staff stability. Audra Hart and Jeanine Allmaras made CFW operations possible through their budget coordination. Jeanine's work was especially important in making the budget more transparent.

The English Department has served as an instrumental disciplinary partner, including chairs Sean Burt and Bradley Benton; writing program faculty, especially Lisa Arnold; and graduate program chair Alison Graham Bertolini. The department has worked with the CFW to identify mutually beneficial ways for graduate students in English to gain professional experience through CFW work.

The College of Engineering, including Dean Alan Kallmeyer and Associate Dean Scott Pryor, provided important cross-college partnership and support. Several partners helped address space needs, including Molly McKinnon and the Center for Disability and Accessibility Resources, Library Dean Jolie Graybill, and Linnae Weinrich. Shar Kurtz, director of Academic Technology and Instructional Design, provided partnership through IDC. Vice Provost Laura Oster-Aaland helped broadcast CFW efforts to key audiences. The CFW also partnered with Krystal Grieger and Ying Huang to support Undergraduate Research initiatives.

Graduate School colleagues Melissa Selders-Ortez, Rachel Meyer, and Cassandra Pennings provided ongoing administrative and operational support. Matthew Warner, GradHub and Graduate Professional Skills Academy Coordinator, served as a key coordinating partner in connecting CFW work with broader graduate student support.

IV. Resources and Stewardship

Budget

The CFW directly administers an annual budget of about \$260,000, most of which supports the professional and student staff who make writing support available across the university. The College of Graduate and Interdisciplinary Studies (CGIS) separately funds the salary and fringe of Dissertation and Thesis Coordinator Drew Taylor; those costs are not included in the figures below.

Most of the directly administered CFW budget is dedicated to the personnel required to provide writing consultations, graduate writing support, workshops, supervision, scheduling, training, and program coordination. In FY26, about 69% of the directly administered CFW budget supported professional staff salary and fringe, about 28% supported student staff, and about 3% supported operating and program needs.

Table 2: Approximate FY26 cost structure of the CFW-administered budget

Spending area	Annual cost	Share	What it supports
Professional staff salary and fringe	about \$179K	about 69%	Professional staffing, supervision, coordination, consultation infrastructure, and program leadership
Student staff support	about \$73K	about 28%	Graduate assistants, teaching assistants, undergraduate consultants, and student-facing writing support
Operating and program support	about \$8K	about 3%	Writing-center tools, scheduling/software, printing, workshop and bootcamp support, outreach materials, background checks, and modest equipment
Annual budget directly administered by the CFW	about \$260K	100%	

This cost structure reflects the nature of the center's work: the CFW is a service-capacity operation. Its resources are concentrated in professional and student staff who make writing support available to students, faculty, and graduate programs. Operating costs are small by comparison but essential. They support the tools and materials that make the work possible, including writing-center and scheduling software, printing, workshop and bootcamp support, outreach materials, background checks, and modest technology or equipment needs.

The figures here should be understood as an approximate picture of the budget directly administered by the CFW rather than a full institutional-cost audit. Some support for CFW work sits outside this budget. CGIS separately funds the salary and fringe for Dissertation and Thesis Coordinator Drew Taylor, and incidental operational costs are often covered by CGIS. The Chandice Johnson Foundation account covers selected hours for undergraduate consultants. The Engineering GTA cost is shared 50/50 with the College of Engineering. The English department and the CFW also share costs ad hoc to give ENGL graduate students experience working in the center. These partnerships extend the CFW's staffing and program capacity beyond what appears in the directly administered budget.

Operational Infrastructure

The CFW’s space and technology needs are operational infrastructure: the rooms, equipment, and software required to deliver writing support reliably, privately, and at scale.

SPACE

The Center for Writers currently operates with three offices, one conference room, storage, and an open multi-use area with cubicles. Since 2022, some space previously available to the CFW in the Main Library suite has been reassigned or made shared or conditional. The center has continued to meet a broad writing-support mission, but the reliance on a smaller set of rooms that support private consultations, online appointments, staff work, consultant preparation, writing groups, workshops, and administrative meetings continues to be a challenge. In a typical fall or spring semester week, the CFW’s space use looks approximately like this:

Table 3: Typical weekly CFW space use and implications

Typical weekly use	Space implication
Consultations 45–50 hours	Multiple semi-private consultation areas are needed throughout the week.
Online appointments 10–30 hours	Private, computer-equipped rooms are needed for synchronous online work.
Guided writing time	Some consultations require extended, quiet, and confidential work with complex documents.
Workshops and focused drop-ins 1–2 events	The CFW needs predictable access to flexible instructional space, not only ad hoc room reservations.
Writing groups 4x, 2–3 hours per group	Small-group space must be available at consistent times across the semester.
Consultant mentoring, staff meetings, training, and administration daily	Workstations, meeting space, and staff offices must support both public-facing and behind-the-scenes operations.

TECHNOLOGY

Stable technology infrastructure is equally important to service reliability. Core needs include staff and consultant computers, computers in online-capable consultation rooms, reliable webcams and headsets, dual-display capacity where possible, and access to software that supports scheduling, document review, collaboration, reporting, and assessment.

WOnline remains the center’s central operational platform. It supports appointment scheduling, client records, consultant schedules, usage tracking, reporting, and assessment, making reliable access essential for daily work as well as biennial reporting and longer-term planning. The CFW also has targeted software subscriptions for specialized writing support. PDF editor and Overleaf subscriptions support disquisition formatting, annotation, accessibility review, forms, and feedback on formatted documents.

V. Looking Ahead

The next phase of CFW planning should maintain the center’s core writing-support work while building the staff capacity, partnerships, space, and evidence base needed for meeting future needs.

The FY25–FY26 biennium showed steady demand for Center for Writers services, a broadening graduate-writing profile, continued undergraduate need, new disquisition and accessibility responsibilities, and productive campus partnerships. Looking ahead, the CFW’s priorities are practical and developmental:

- **Staff changes.** Kristina Caton’s retirement creates both a staffing challenge and an opportunity to redefine the Senior Writing Consultant role for the center’s next phase. The position should preserve continuity in consultations, daily operations, consultant mentoring, class-based instruction, and faculty-facing work while aligning the role with future needs in undergraduate support, writing groups, outreach, and partnership development.
- **Undergraduate services.** Undergraduate writing support is a clear area of potential growth. The CFW should make services more visible and accessible to undergraduate writers, strengthen relationships with faculty teaching writing-intensive assignments, create clearer pathways from class visits and outreach to consultations, and continue developing undergraduate consultants as peer mentors. Growth in this area should complement the center’s graduate and research-writing work rather than compete with it.
- **Writing groups and persistence.** Writing groups have shown promise as a structure for accountability, community, and sustained writing practice. The next step is to improve persistence and clarify design. The CFW should define who each group is for, how groups are facilitated, how students enter and return to them, and how groups connect with consultations, bootcamps, workshops, and graduate writing support. Useful benchmarks may include repeat participation, participant-hours, return rates across semesters, and participant reflections on writing habits, progress, and belonging.
- **Consultant training and professionalization.** The CFW depends on capable student consultants, but successful consultants graduate and move on. This makes recruitment, training, mentoring, documentation, and knowledge transfer continuous needs. The center should identify specific areas for stronger training, including consultation practice, multilingual writing support, undergraduate peer mentoring, research writing, disquisition support, accessibility, and responsible engagement with writing technologies. Progress can be benchmarked through session reports, staff observations, consultant reflections, workshop-development records, client feedback, and evidence of consultants taking on more complex roles over time.
- **Disquisition support and accessibility.** New accessibility standards make graduate document preparation more complex for students, consultants, and staff. This is not only a technical issue; it is part of preparing graduate students to become professional writers and researchers whose work can circulate as public, accessible scholarship. The CFW should continue developing templates, guides, training materials, consultation practices, and campus partnerships that help students address accessibility earlier in the writing and publication process.
- **Faculty, department, and program outreach.** The CFW should continue moving from general availability toward more targeted collaboration with faculty, departments, programs, and colleges. Strong outreach should be tied to actual writing needs: a recurring course assignment, a graduate milestone, a disciplinary genre, a grant-writing goal, a publication expectation, or a program-level concern. Tailored partnerships can help the CFW support faculty without replacing disciplinary instruction.

- **Visibility and writing culture at NDSU.** The CFW should be more visible as a contributor to NDSU's writing culture, not only as a service students use when they need help. This means helping campus communities talk more clearly about writing expectations, revision, feedback, research communication, accessibility, AI, and professional writing development. The goal is to elevate the importance of writing to student development and put the CFW at the center of writing at NDSU.
- **Space and service conditions.** Space remains a practical condition for effective service. The CFW needs enough private and flexible space to support consultations, online appointments, writing groups, workshops, consultant preparation, staff supervision, and administrative work without constant room triage. Writing support is people-centered, but it depends on rooms that allow writers to talk, write, revise, meet in groups, and work with sensitive academic documents in appropriate settings.
- **Research and evidence.** The CFW should develop a more deliberate research agenda in writing center studies and local program assessment. Possible questions include how students use recurring support, how writing groups affect persistence, how graduate writers move between consultations and disquisition support, how accessibility standards shape graduate writing, how consultants develop as teachers and professionals, and how faculty partnerships affect students' understanding of disciplinary writing. Designed research would help the CFW assess its work, contribute to the field, and make stronger planning decisions.
- **English Department pathways and external partnerships.** The CFW should continue exploring more formal ways to work with English graduate students and the English Department, where there is natural overlap among writing studies, teaching, graduate professional development, and writing center practice. The center should also pursue partnerships with colleges, programs, grants, and external partners when those partnerships extend writing support in ways that serve clear student, faculty, or institutional needs.

These priorities point toward a stable but developing center: one that maintains strong consultations and core services, grows undergraduate support, strengthens graduate-writing and disquisition infrastructure, invests in consultant development, expands tailored outreach, improves space conditions, and studies its own work with greater intention.

With gratitude to the students, staff, faculty, and campus partners who have made this work possible, the CFW looks forward to a future of supporting writers, strengthening partnerships, and contributing to NDSU's writing culture.