



CLEMSON® UNIVERSITY

WRITING LAB

2025-2026 Annual Report





Making An Impact One Writer At A Time

Vision Statement

The Clemson Writing Lab seeks to create a supportive and critical space for the confident expression of individual voice through writing by providing an adaptable, inclusive, and trusted environment for all writers to grow and learn.

Mission Statement

The Clemson Writing Lab aims to help students gain confidence in their writing, improve as communicators, and achieve their academic goals by providing high-quality, effective services in a supportive, inclusive environment.

Writing All The Way Down

What This Year Taught Us

Dear Tiger Writers,

“So, do you think writing instruction is dying?”

I was asked this question by a colleague in a STEM field in October 2025. For a moment, I was struck speechless.

Writing instruction is not dead. It is adapting, changing to fit the needs of the current generations. Just as instruction always has. The consultants in the Writing Lab can attest to this.

In ENGL 4980, the training course for writing consultants, we talk about adaptability often. Each writer, each assignment, and each context demands that the consultant find the best and most effective means of supporting that writer and writing.

The teaching of writing is changing, but it is not dying. Change is uncomfortable and inevitable. For many, change is also unwelcome.

This year, the Writing Lab worked with partners across campus to build stronger writing-focused curriculum, supporting post-graduation goals. This year, we hosted more personal statement appointments than ever before. Despite strains both inside and outside of the Writing Lab, we have continued to support all Tiger Writers.

As one student stated in ENGL 4980, “we have to learn to support writers responsibly, ethically, and meaningfully in all of our new normals.” At our core, writing support changes shapes and forms, but it never changes in purpose or motivation.

As we look to the future, we will lean into our adaptability to best serve all Tiger Writers. After all, suggesting and demonstrating changes is something we are quite good at!



Chelsea J Murdock

Dr. Chelsea Murdock

Director

OUR STAFF



Owen
Lead Writing Fellow
Economics



Anna
Writing Fellow
Psychology



Bri
Writing Fellow
Material Engineering



Briggs
Writing Fellow
Political Science & French



Cameron
Writing Fellow
Microbiology



Caroline
Writing Fellow
Biological Science



Christian
Writing Fellow
Computer Science



Eleanor
Writing Fellow
Animal & Veterinary Science



Elizabeth
Writing Fellow
Chinese & International Business



Olivia
Writing Fellow
English



Sara
Writing Fellow
Political Science



Thomas
Writing Fellow
World Cinema



Vivian
Writing Fellow
Psychology



Ashlyn
Graduate Writing Consultant
Psychology



Joel
Graduate Writing Consultant
Visual Art



Megan
Graduate Writing Consultant
English

HOW FAR THE RIPPLES EXTEND



1095

Total
Appointments

66%

Appointments
Related to
Coursework

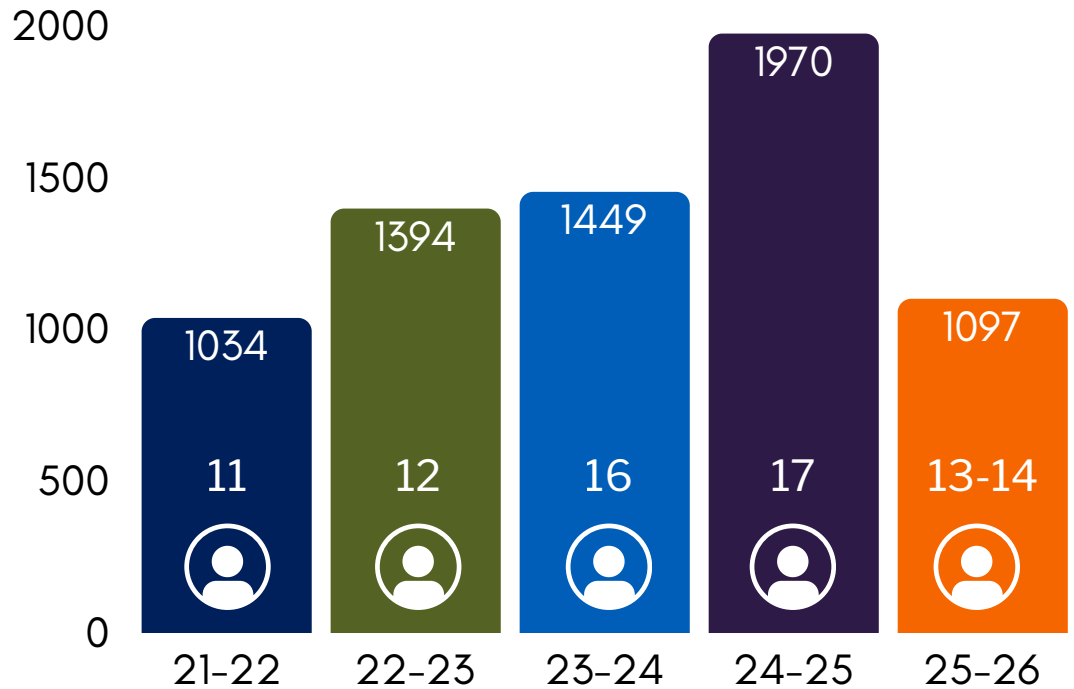
693

Individual Tiger
Writers

In response to the increased usage of AI across campus, the Writing Lab focused on relationship-building across campus. As the landscape of higher education changes, we responded with care and a focus on conversation and collaboration.

BY THE NUMBERS

OF APPOINTMENTS PER YEAR



USAGE

This semester saw high variability in usage. While some weeks were maxed out at 90-100% capacity, many days were moderately full, between 40-60%. Averaged usage was around 45%, with peaks at specific times during the semester.

66%

of all appointments were course-related, with no appointments required for course credit.

Non-course-related appointments accounted for 33% of all appointments this year. This is due to increased outreach to pre-professional programs in Biology and Law.

Of this 33%, 20% were sessions focused on personal statements for postgraduate school applications.



WORKSHOPS & EVENTS

CLINICAL APPLICATIONS

Dr. Murdock led personal statement workshops for pre-professional students in Biological Sciences. In collaboration with Dr. Vincent Gallicchio, this initiative represents the fourth consecutive year she has supported students in developing personal statements for dental and medical school applications.



HOWELL PRE-LAW SOCIETY

Dr. Murdock also presented a workshop on personal statements in partnership with the Howell Pre-Law Society. This workshop prepared students to write personal statements for their future law school applications.

Just over 10% of all appointments this year were personal statements.

LAB REPORT WORKSHOPS

For the third consecutive year, Dr. Murdock partnered with the Chemistry Department to provide workshops on writing lab reports.

The workshops, particularly focused on the standard expectations for CHEM and BIOL courses, were attended by 500+ students in fall and spring.

This partnership will continue into next academic year.

500+

WORKSHOP ATTENDEES OVERALL



DR. SARA URA
ASSOCIATE PROFESSOR
COLLEGE OF EDUCATION

Chelsea delivered a phenomenal presentation that offered highly relevant and accessible content. She explained each idea clearly and thoroughly, which helped my students understand not only the concepts but also how to apply them in their own work. Her examples, drawn from her own projects, were especially effective in illustrating key points. Chelsea also made strong connections between the course content, such as qualitative data collection and analysis, and the writing process. Finally, she provided multiple resources to help students with their writing projects moving forward, which was a great touch. The Writing Center is such a wonderful resource for our campus, and Chelsea is an absolute asset to Clemson. I would love to have her present again.

UNDERGRADUATE WRITING SUPPORT



1006 **APPOINTMENTS**

OVER 70% OF ALL APPOINTMENTS WERE FACE-TO-FACE

162 EMAILED FEEDBACK APPOINTMENTS

639 **UNDERGRADUATE
WRITERS**

965 NEW WRITER REGISTRATIONS

49% OF APPOINTMENTS WERE FIRST-YEAR STUDENTS, 14% WERE SENIOR STUDENTS

69%

OF ALL CLIENTS VISITED ONE TIME

31%

OF ALL CLIENTS VISITED MULTIPLE TIMES

While most undergraduate writers visit once, nearly one-third return for continued support, indicating sustained engagement beyond initial use.

Supporting All Majors

Each major at Clemson utilized the Writing Lab this year.

ENGL-labeled classes accounted for **30% of all appointments**. BIOL and CHEM classes accounted **12% of all appointments**. POSC and SOC accounted **8% of all appointments**.

There were 54 group appointments this year, 3% of all appointments. NURS teams accounted for 43 of these 54 appointments. **Group appointments have settled into a stable pattern between 2024-2025 and 2025-2026.**

GRADUATE WRITING SUPPORT



72 APPOINTMENTS

OVER 50% OF ALL GRADUATE WRITING APPOINTMENTS WERE EMAILED FEEDBACK

50% OF ALL APPOINTMENTS WERE FACE-TO-FACE, A SIGNIFICANT INCREASE SINCE 23-24 AY

44 GRADUATE WRITERS

OVER 40% OF ALL GRADUATE WRITERS SCHEDULED TWO OR MORE APPOINTMENTS

48 APPOINTMENTS INDICATED FOCUS ON A DISSERTATION OR THESIS

GRAD360[®] WORKSHOPS & EVENTS

The Writing Lab hosted Writing Wednesdays throughout this academic year. During these weekly events, a graduate consultant was on hand to provide feedback while graduate writers focused on writing. These events supported over 150 graduate students throughout the year.

Dr. Murdock also gave two workshops sponsored by Grad 360, focusing on a healthy writing process in fall and spring semesters.

GRADUATING WRITING FELLOWS

This year, our largest graduating class in Writing Lab history turned their tassels this year. From one year to three years of working in the Writing Lab, they represented the best and brightest of the Writing Lab and Clemson.



Anna
Writing Fellow
Psychology

“Wow, what a journey! When I grabbed the handout about Writing Lab applications at an Honors event my freshman year, I had no idea the impact the experience would have on me! It has helped transform me both personally and professionally: approaching tasks from new perspectives, catering to unique personality types, refining skills in written and verbal interpersonal communication. The shared excitement in changing a writer from unsure and nervous to confident and prepared is something I'll never forget!”



Caroline
Writing Fellow
Biological Science

“I really appreciated my time as a Writing Fellow. It allowed me to connect with so many different students, and open my mind to so many different fields and perspectives. It gave me the opportunity to be a mentor for my clients and the other Writing Fellows. It also helped me develop my own writing and interpersonal communication skills.”



Christian
Writing Fellow
Computer Science

“As a Writing Fellow, I got to work with a variety of students and faculty working across a wide range of disciplines. Whether it was helping a professor write poetry, organizing an outline for a history paper, or working with a student to revise a cover letter, I always left each appointment feeling rewarded and happy that I could help a writer. The Writing Lab has been a great place to be part of a collaborative community where ideas are shared, challenged, and strengthened.”



Bri
Writing Fellow
Material Engineering



Owen
Lead Writing Fellow
Economics



Sara
Writing Fellow
Political Science



Vivian
Writing Fellow
Psychology

GRADUATE WRITING CONSULTANTS



This year, the Writing Lab welcomed three total Graduate Writing Consultants. Supported through funds from the Clemson Graduate School, two Graduate Writing Consultants provided writing feedback exclusively to graduate students from across the disciplines. One additional Graduate Writing Consultant helped with undergraduate writing appointments due to financial constraints.



Megan

Graduate Writing Consultant
English

'My time at the Writing Lab has taught me valuable lessons in coaching individual students transferable learning skills through various writing approaches. By seeing a variety of students with different learning styles and personal struggles/goals, this role has changed my perspective as a lecturer and (hopefully) future professor. I have learned how to communicate writing techniques that students can implement themselves and become stronger writers in any context.'



Joel

Graduate Writing Consultant
Visual Art

'As I plan to pursue a career in academia, my time working with graduate writers in the writing lab has given me tremendous insight into the skills needed to assist advanced researchers with complex projects. Specifically, walking alongside a few graduate writers as they refine and re-construct their dissertation theses has equipped me to critique and encourage researchers as they first set forth their studies. I have learned to push them towards a better understanding of both what they are interested in and how this research fits into the broader scholarly discourse on their topic.'

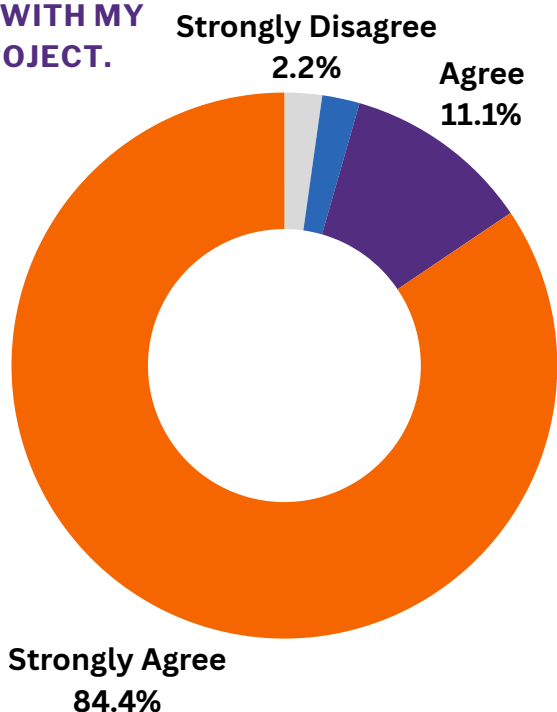
ON TO NEW ADVENTURES

- **Owen Eastman**
Harvard Law School
- **Caroline Graybeal**
Medical University of South Carolina
- **Christian Nybo**
University of South Carolina Law School
- **Vivian Hall**
United States Air Force

- **Bri Sebastian-Olazabal**
PhD in Materials Science and Engineering
- **Anna Muma**
PhD in Clinical Psychology
- **Sara Alkelani**
Fulbright Teaching Assistant in Morocco
- **Megan Crowe**
Freelance Editing
- **Joel Pasquarelli**
Middle School Art, Ross Christian Academy

FEEDBACK FROM WRITERS

THE WRITING LAB
HELPED ME WITH MY
WRITING PROJECT.



96% OF SURVEY RESPONDENTS INDICATED
THEY WOULD RECOMMEND THE WRITING LAB



96% OF SURVEY RESPONDENTS INDICATED
THEY WOULD RETURN TO THE WRITING LAB

TESTIMONIALS

“

A great experience for learning about how to create better products through writing. It definitely helped me, and I will continue being a part of this valuable asset to success.

“

Ashlyn was great and helped out a lot on my personal statement! Thank you all for what you do!

“

Caroline was extremely helpful and I really appreciate her advice. She obviously knows what she is talking about. I can't wait to come again if I ever need writing assistance!

“

I really liked how Owen explained the edits needed instead of just telling me to add/remove something. He also took the time to answer any questions I had and ensured my citations were properly formatted. Highly recommend!

“

Olivia was diligent, courteous, knowledgeable and professional. I sincerely appreciate her guidance and support!

“

The consultation was super good, highlighting specific gaps to consider in my (written text) work.

“

Helpful and straightforward advice that I definitely needed. Glad I made an appointment with Anna.

“

Cameron was very helpful and had knowledge about what I was writing about so it helped so much with her editing and helping my report. I'm so happy I was able to work with her.

“

Bri was super helpful and kind! She did a great job giving detailed feedback and walking through everything.

43 total respondents. Survey responses are anonymous. Respondents can choose to answer any questions, with none being required.

There is no incentive for survey response. We intend to create an incentive in future years to encourage a higher response rate.

HELP US WRITE OUR NEXT CHAPTER

At the Clemson Writing Lab, we believe that clear, compelling writing is essential to leadership, innovation, and service. The Writing Lab is proud to be a space where those values come to life daily as students from all majors grow as confident, effective writers.

Supporting the Writing Lab helps us fulfill the goals of the University, providing the #1 student experience, increasing research production, and fulfilling our land grant mission. We could not have done this without your support!

The Writing Lab is a critical service for writers across Clemson, supporting students from every college. It is one of the only programs on campus supporting every single discipline. Likewise, it is one of the only support structures for students applying for advanced study in dental, medical, veterinary, and law school.

The Writing Lab Fund was started in 2023 as a way for donors to provide support for the Writing Lab's operations. In the future, the Writing Lab will begin efforts to seek an endowment or other secure funding for operational costs and hiring. This support is particularly important as all student members of the staff are now hourly employees.





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