

Editor's Note

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As we begin the first issue of 2026, many writing centers are navigating a moment of rapid change. Generative AI tools continue to reshape conversations about writing, teaching, and authorship, while writing centers simultaneously deepen their commitments to accessibility, reflective pedagogy, and community engagement. In many ways, this moment invites us to revisit familiar questions about writing center work: how we support writers' development, how we collaborate across campus, and how we respond thoughtfully to emerging technologies and evolving student needs.



The contributions in this issue reflect the adaptability and creativity that characterize writing center practice. Across a range of contexts, from tutor education and campus programming to workshop assessment and accessible tutoring practices, the authors explore ways writing centers can respond to new challenges while continuing to center collaboration, inquiry, and writer agency.

In "Improving Grammar: Pushing Back Against AI-Assisted Grammar Technologies by Going Back to Basics," Kristi Girdharry challenges writing centers to rethink the long-standing claim that "we don't do grammar." By framing grammar instruction as improvisational and rhetorical, the article offers practical strategies for tutor education that help consultants question AI-generated corrections and support writers in making informed language choices.

In "Writing Centers as a Bridge Between Silos: Interdisciplinary Conversations on AI and Writing," Salena Anderson, Jonathan Bull, Ameena Madani, and Zainab Albujaasim describe a writing center-led campus panel designed to foster interdisciplinary dialogue about generative AI. Reflecting on the planning and outcomes of the event, the authors present a model for how writing centers can bring together students, faculty, and staff to promote critical AI literacy and facilitate collaborative conversations about the evolving relationship between AI and writing.

In "Workshop Assessments as Tools for Learning: Integrating Prior Knowledge and Reflection Surveys into an APA Citation Workshop," Katie Garahan and April Markowski explore how writing center workshop assessments can function not only as evaluation tools but also as opportunities for learning. Drawing on survey data from multiple APA citation workshops, the authors demonstrate how prior-knowledge and reflection surveys can help participants connect new information to existing knowledge while enabling writing center staff to refine workshop design and instruction.

In this issue's Tutors' Column, "Supporting Hard-of-Hearing and Deaf Writers," Meara Haggerty reflects on her experiences as a writing tutor and speech-language pathology student to highlight the importance of adaptive tutoring practices. Drawing on both scholarship and personal

experience, Meara offers practical strategies, from thoughtful positioning and pacing to the use of gestures, notes, and assistive technologies, to help tutors create more accessible and responsive consultations for deaf and hard-of-hearing writers.

The contributions in this issue highlight the many ways writing center practitioners continue to adapt their work in response to evolving institutional, technological, and pedagogical landscapes. Whether reconsidering the role of grammar instruction in the age of AI, fostering interdisciplinary campus conversations about emerging technologies, refining workshop assessment practices, or developing more accessible tutoring strategies, the authors in this issue remind us that writing centers remain dynamic spaces of experimentation and reflection. We hope these pieces invite readers to continue such conversations in their own centers and institutions.