

CFP: Writing Centres in Global Contexts: A Revisiting and Revisioning

Editors: Grace Pregent, Avasha Rambiritch, Trixie G. Smith

Proposal abstracts due December 1, 2026 to WCContexts@gmail.com

CFP Revision 10-26-26

Preface: The collection referenced below is moving right along, but we find ourselves with some open spots as well as the possibility of including more chapters than originally anticipated as we have moved to a completely online publishing format with the [WLN Digital Edited Collection Series](#). We seek additional chapters that will contribute to the range of writing center case studies already represented in this collection. We're looking at centers across the globe but also across institution type, writing center organization and placement, audiences served, etc. The timeline for these additional chapters will be tight, so please keep this in mind when proposing (see timeline below).

Original CFP: More than thirty years ago, Joyce A. Kinkead and Jeanette G. Harris put together a set of twelve case studies designed to showcase a range of writing center models and programs including rich descriptions of their histories, locations, and functions. In *Writing Centers in Context*, they came to the conclusion that effective writing centers are successful because they pay attention to and respond to their individual contexts and moments in time, in fact, they argued that it is their responses to their environments “that most directly shapes them, giving them form and substance and the impetus to define themselves in certain ways” (xv). Kinkead and Harris further explain that context is not a simple concept when it comes to writing centers; writing centers both then and now exist in multiple physical, fiscal, pedagogical, and philosophical locations across universities, colleges, community colleges, and high schools; they also exist around the globe with various institutional homes, directives, and levels of support.

We argue that over the past thirty years, the contexts for writing centers have continued to develop and expand, further complicating and enriching our ideas of what a writing center is, the kinds of functions and programs it might have, and the various stakeholders it may partner with and/or serve. Thus, we thought it time for a new set of case studies to help us think about the possibilities for new, developing, and expanding (or contracting) centers. In particular we wanted to expand the range of the models presented—geographically, institutionally, size-wise, etc. This edited collection responds to this need for broadening our models and our contexts in order to expand the possibilities for writing centers in the 21st century.

Like Kinkead and Harris, we believe that there is no single, generic model of a writing center, nor would we want one. Instead we see a diverse range of models from different contexts as a starting point for developing our individual visions of what our writing center might be and do, and who we might reach with our centers. A look at these different contexts and responses to them, may also spark new research and theorizing about the work we do, how we do it, and why we do it.

With this expansive view of writing centers in mind, we invite writing center scholars to contribute to this edited collection by describing their centers in a few key ways. Contributions should include multimodal components and ideally begin with an overview of:

1. The history of their centre;
2. A description of the centre with a focus on location and physical description; clientele; services - amongst others;
3. Administration - the everyday functioning of the centre.

This will then be followed by particular centres responses to the following key concerns:

4. Who does your centre serve; and (how) has the student body changed/transformed since the inception of your centre;
5. Who, and how do they, benefit from the writing center (grad students, undergrads, faculty, staff, community members);
6. How are issues related to multilingualism, multiculturalism, language and social justice being addressed in your centre;
7. What research is being conducted and how is this informing current practices;
8. What consultant training is provided;
9. Technology and the use of technology (by writing centre staff and students).
10. Other programs, issues, context specific changes/challenges/excitements for your centre.

There is no expectation that each centre will focus on all points (4-10) but that centres respond to those most relevant to their context/centre. Your proposal should include the multimodal components that will be a part of your chapter such as images, charts, maps, screenshots, videos, audio, resource links, etc. See previous [WLN DEC](#) collections for other ideas.

Working Timeline:

- December 1, 2026: 500 word proposal due
- January 8, 2027: acceptances
- April 1, 2027: chapter drafts due
- April 1 to July 15, 2027: feedback and revisions (anticipating 2 rounds of revisions)
- July 15, 2027: version for external review due
- July 15-Sept 15: out for external review
- Sept 15-Nov 1: final revisions, prepare for publication

Submission Process:

Please submit author(s) information along with your 500-word chapter proposal abstract to WCCContexts@gmail.com by December 1, 2026.

Questions:

Please reach out to WCCContexts@gmail.com if you have any questions.