

Guest Graduate Co-Editors

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In fall 2020, each of us made a decision that altered the trajectories of our research, pathways as educators and professionals, and most importantly our worldviews. When we joined our writing center's Accessibility Committee, we began to dream of accessible educational environments in writing centers, classrooms, and beyond. Accessibility runs deeper than words on a page. Learning from lived experiences and embodied identities, we researched anti-ableist and disability justice rhetoric and practices.



While we understand this special issue aims to bring awareness to accessibility and disability justice, we are acutely aware of the voices, identities, and lack of representation among these pages.

