Writing is a form of thinking, especially from a neuroscience/cognitive development perspective but, also, it is a social practice that requires human contact because literacy is about communication (Clughen and Hardy, 2011), between the writer and the reader, at a primary level. As a result, universities really need to reconsider how they approach writing and its development in the future. AI, I would argue, has shone a huge torch on current assessment practices that no longer are fit for purpose. As both a teacher and an academic manager, whose background is in design history, material culture and psychology, design thinking provides an innovative approach when it comes to creating sustainable forms of academic writing support. It has enabled me to 'out' the writing process (Murray, 2015) using a 'studio' model to design social spaces that forefront writing as practice. How then will generative AI impact or account for the human contact that is so critical to positive writing experiences across a range of disciplines in the university? Furthermore, if writing is a way to develop critical thinking and academic literacy is the foundation of social democracies, how can we do more writing in higher education, not less?