



## From the Editor

Muriel Harris

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This issue should remind us of how varied our interests are and how often we have to rethink the constantly changing issues we confront. Julie Prebel considers the impact of mandatory reporting policies when writing center staff learn about sexual violence through a student paper or tutorial conversation. Institutions and new federal laws require such reporting, but how do such reporting mandates invade a writer's privacy? And how do the requirements and adherence to them affect tutorial relationships or writers' willingness to seek our help?

Beth Hewett provides an extensive review of WriteLab, software to help students write. Discussing the software's potential and current limitations, she expresses hope for the future role artificial intelligence may play in "reading" and "responding to" student writing. Along with questions and concerns, Hewett details an optimistic view of WriteLab that may prove important to writing centers.

Daniel Lawson also raises many questions; he explores huge holes in our scholarship about the affective dimension of tutoring and shares a study of our literature on affect to indicate what we have and have not explored.

In the Tutors' Column, Jessica Jones, Lauren Becker, Alyssa Riley, and Bridget Draxler also touch on an area we often overlook: tutors' lives after, and beyond, the writing center.

Truly, our world is highly complex with more questions than answers. So keep thinking, writing, and sending your scholarship to *WLN*!