

From the Editor

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This *WLN* issue is, in a way, an extension of the previous one where the spotlight was on the work of the writing center director. Now, in this November/December issue, the essays offer ways for writing center directors to more productively interact with their tutors.

The value of asking tutors to reflect on their practice is discussed in the first article by Renata Fitzpatrick, Julia Kroll, and Zach Levonian. Two tutors, Kroll and Levonian, find that by selecting and then analyzing troublesome moments in their tutorials, they gain a deeper understanding of their practice and are able to find fresh solutions. Next, Megan Swihart Jewell and Joseph Cheatle detail their work in developing training materials for professional tutors—a group who are not the target audience for most tutor training manuals. Jewell and Cheatle's preparation for their in-house training manual (that will be available in published form) lays out a process to identify what content is needed in such a manual. Given that tutors naturally rotate in and out of writing center staffs, Bonnie Devet reports the results of her survey on various ways to retain tutors. The variety of approaches directors employ to keep tutors from moving on to other challenges may enlarge your repertoire.

As you and your tutors read Alyssa Quinn's Tutors' Column, you may cringe a bit—as I did when recognizing a similar tendency in my own tutoring—because she identifies an all-too-familiar problematic situation. In the rush to help writers find a way forward before the tutorial ends, tutors may be tempted to encourage writers to quickly settle on a topic so that the writer leaves with a plan. Quinn prompts us to remember that a tutor's job is to help writers keep probing until they find a focus that rings true to them, and that means tutors should not seize on and promote a topic or viewpoint too quickly.