

From the Editor

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Sometimes too much of a good thing IS a good thing. In this issue you'll find two more articles that were part of Susan Mueller and Janet Auten's co-edited September/October 2016 *WLN* special issue on the work of the writing center director. Included here are articles by Lori Baker and Andrea Scott that invite your close attention.

Lori Baker explains why writing center directors should know and care about what outside accreditation teams do when reviewing an institution. Along with discussing the standards and guidelines that accreditation teams use, Baker offer a key argument: she says that being informed about outside accreditation work, engaging with the accreditation review, and learning how the writing center can profit from such knowledge is an imperative for directors. When Andrea Scott invited some German and Austrian directors to offer their views on their writing centers' identities, they emphasized their centers' work with disciplinary writing and with the writing skills of multilingual students who constitute a large population in European universities. Particularly interesting is Scott's observation that writing centers in Germany and Austria are often led by linguists involved in research on writing processes.

Also included in this issue are two of your responses on the current trend of writing centers being folded into learning centers. More of those responses will appear in the *WLN* blog (www.wlnjournal.org/blog). Malkiel Choseed's response emphasizes the value of using writing center scholarship to show that ours is a recognized field of study. And Elizabeth Vincelette offers a comprehensive review of what directors should know when relocating their writing center within a learning center. The Tutors' Column is also concerned with transitions, as Jennifer Beckwith describes her journey from client to tutor and from apprehension to a new understanding of the writing center as a "support group. . . . there to help good writers become better writers and better writers to become great writers." That definition reminds us to listen closely to the wisdom tutors offer the field.