

## Editor's Note

Muriel Harris

Some *WLN* issues focus on a specific subject, and we hope to offer more of these. But this regular issue addresses matters of perennial relevance: advisory boards, tutor talk, a study that measures student learning outcomes, and the influence tutoring can have on tutors.

Stacia Watkins, Scott Whiddon, and Rhyan Conyers report on their survey of the practices and infrastructure of writing center advisory boards and recommend such boards for the continuing development of a writing center. Next, Holly Ryan's article provides insights into how tutors at three institutions talk about themselves and to each other when communicating online. She explains her methodology and invites others to study tutor communication, noting that the results can guide how directors train and interact with their tutors.

Susan Cross and Libby Catchings analyze students' plans for revision after tutorials to categorize their learning outcomes. Cross and Catchings' coding of students' statements as expressing Higher Order Concerns (HOCs) or Lower (or Later) Order Concerns (LOCs) allows the authors to examine how their practices fulfill their writing center mission. Emma Saturday's Tutors' Column is an unusually heartening one as she narrates her story of how tutoring made a major impact on her life choices.

Congratulations to Michelle Miley for having her *WLN* article, "Feminist Mothering" (vol. 41, nos. 1-2), selected for inclusion in Parlor Press's *Best of Rhetoric and Composition Journals, 2018!* Finally, in the "coming soon" category: 1) watch for the announcement of the first open-access *WLN* Digital Edited Collection (DEC), edited by Karen Johnson and Ted Roggenbuck, entitled *How We Teach Writing Tutors* (developed from their *WLN* special issue on the subject). This DEC will soon be available on the *WLN* website; and 2) watch for our second webinar, on Oct. 26, for those interested in writing for publication in *WLN*, "WCA as Hero: A Scholar's Journey to Publication" (see webinar details on p. 30).

