

Note from the Guest Editors

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In 2016 we developed a call for proposals for a special issue of *WLN* on the topic of “What We Believe and Why: Educating Writing Tutors” and hoped for a good response. We received more than fifty proposals, which resulted in our first special issue (vol. 42, no. 1-2), our online book, *How We Teach Writing Tutors: A WLN Digital Edited Collection*, and now this second special issue.



The articles that follow focus on four distinct areas of tutor education. In “The Writing Center as Workplace: Teaching, Learning, and Practicing Professionalism,” Leigh Ryan and Tom Earles describe their process for engaging their writing center staff in improving professionalism in their center. Jessica Clements, in “The Role of New Media Expertise in Shaping Writing Consultations,” discusses the results of her study to argue that it’s not only tutors’ new media expertise but their confidence as well that may lead to successful sessions involving students’ multimodal projects. Working from their national survey about how tutors are prepared to develop and deliver workshops, in “Educating Tutors to Engage in Writing Center Workshop Purposeful Practices,” Katie Garahan and Rebecca Crews identify what writing center professionals are currently doing and urge us to create more scholarship on this topic. Finally, in her Tutors’ Column, “Exploring and Enhancing Writing Tutors’ Resource-Seeking Behaviors,” Crystal Conzo shares how her center used the findings from her focus group study to reconsider and improve tutors’ resource-seeking behaviors.

All of the authors have invited readers to see extended and in-depth discussions of their work in their corresponding chapters in *How We Teach Writing Tutors: A WLN Digital Edited Collection*, available under the “Digital Resources” tab on the *WLN* website. We would like to expand that invitation to include all of the eighteen chapters included in the collection.