# Editor's Note

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I think many of us may have experienced so much change recently that we can start to become change averse. So it's wonderful when change represents something both unquestionably beneficial and enjoyable. Here at *WLN*, we're fortunate to have such an experience with the addition of two new *WLN* Co-editors, Andrea Efthymiou and Candis Bond. Although both names may already be familiar through their scholarship and conference activities, I'll briefly note that Andrea directs the writing center at Queens College of the CUNY system and is Treasurer for the National Conference on Peer Tutoring in Writing, and that Candis directed the Center for Writing Excellence at Augusta University and is the President of the

TED ROGGENBUCK

Southeastern Writing Center Association. As those who've met them can attest, both are fabulous to work with and will be immensely helpful to our contributors and the *WLN* team.
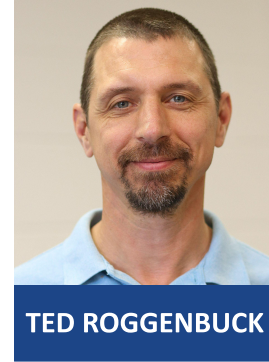
The articles included in the first issue of volume 49 of *WLN* continue the journal's tradition of presenting a wide array of writing center work. We start with an article from Michael Pemberton and Susanne Hall about a topic I'm surprised to have never really read about before: students' reuse of their own writing. In "Text Recycling in the Writing Center," Pemberton and Hall draw on their work on the Text Recycling Research Project to present a valuable discussion of situations where students may reuse work as well as strategies writing centers might use to help students "make ethical decisions about recycling their previously written texts" (4). In "Impact of a Chapter Editing Service on Doctoral Capstone Progress," Michelle Brown, Kelly Chermack, Madysen Sinclair, and Tobias Ball report on their empirical study of the editorial service their center offers to doctoral students to help them maintain timely progress toward completing their dissertations. Their results both confirm and confound what they expected. They discovered that students using their service "may be struggling during the proposal stage but seem to have a timelier progression to final study approval" (12). Lynne Christy Anderson and Megan Holly discuss their pairing of tutors-in-training with Gen 1.5 students and argue that this pairing "not only provided important strategies for supporting a diverse range of writers, but it gave tutors a glimpse into the lived experiences of non-traditional students at our private university" (16). Finally, in her Tutors' Column, Abigail Patchen provides a discussion of what tutors offer our students that GenAI tools cannot, arguing that "Tutors are trained to operate differently than large language models, and therefore, a student misses out on an incredible learning opportunity when they choose generative AI over the writing center" (20-21).

I'd like to end by inviting readers to consider guest editing a special issue of *WLN.* While issues like this one offer a sampling of the range of valuable work happening in our field, special issues can offer readers a focused look at a particular topic. So, if there is a topic you'd like to see get more attention in our literature, please reach out to see about partnering with us to create for our readers a special issue on that topic.

CANDIS BOND

ANDREA EFTHYMIOU

The Editors of *WLN: A Journal of Writing Center Scholarship* are delighted and honored to announce that two new editors have joined our staff: Candis Bond and Andrea Efthymiou.

Beginning in 2016, Candis directed Augusta University's Writing Center, which under her effective leadership became its own department in 2022 as the Center for Writing Excellence.

Andrea began directing the Writing Center at Queens College of the City University of New York in 2023 after 16 years in writing center administration at Hofstra University and Yeshiva University. She's been hard at work growing writing center support for the amazing students at Queens College.

When you submit articles and Tutors' Columns to WLN, you'll enjoy interacting with them as they, like the other co-editors,, are committed to mentoring authors throughout the process.